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ABSTRACT

The Berkeley Unified School District annually administers achievement tests covering the skills areas of reading, language, and arithmetic. All grades, one through twelve, are tested in reading. The Cooperative Primary Test is used in the first, second, and third grades since it is the State-mandated instrument. Grades four through twelve are also tested in language and arithmetic. The Comprehensive Tests of Basic Skills are used in grades four through eleven and the Iowa Test of Educational Development is employed with twelfth graders to test all three skills areas. All scores reported herein were secured from the Spring testing, May 1972, except those for twelfth graders, which were taken from the State-mandated Fall testing conducted in October 1971. It should be pointed out that these tests are designed to measure the level of competency in the basic skills areas. Consequently some of the high-achieving students, especially in the upper grades, have a tendency to "top out" on the tests; i.e., to get near-perfect scores which demonstrates their mastery of the basic skills, but not necessarily their achievement level in the subject areas being tested. Consequently, these tests have the most value for demonstrating the basic skills achievement level of the average and low-achieving students whose scores generally are not affected by this "ceiling effect." (Author/JM)

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ED 073195

# BERKELEY UNIFIED SCHOOL DISTRICT

# COMPARISON OF SELECTED GROUP ACHIEVEMENT TEST RESULTS FOR PERIOD 1967 THROUGH 1972

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# INTRODUCTION

The format for this year's report of standardized achievement test results has been changed. In addition to reporting the most recent test score results the tables also contain scores from previous years so that comparisons can readily be made. Two types of tables are used; cross-sectional and longitudinal.

In the cross-sectional tables, the scores of two or more groups of students, tested in different years at a common grade level, are presented. Table 2 is an example of this, in which the scores made by the first grade groups each year for the past six years (1967-72) are presented.

In the longitudinal tables are presented the scores made by 'cohorts' of students, or groups of students who enter school at the same time and who, in normal progression, advance together through successive grade levels. Table 14 is an example, presenting the scores of a cohort which was tested each year since 1967 as the students progressed through school from first through sixth grade.

Each table contains the data broken down by ethnic sub-group and consists of grade-equivalent scores presented in a quartile distribution. The codes used to identify the sub-groups are: Group 1 = White, Group 2 = Black, Group 3 = Asian, and Group 4 = Chicano. Scores made by "All Others", (i.e., approximately 2% of the total group not identified with one of the sub-groups) are included in the Total Group scores.

All scores presented (Except those for 12th graders) are expressed as grade equivalents. For example a score of 4.7 is read fourth grade, seventh month.

Generally, the upper quartile ($Q_3$) scores can be considered to represent the performance of the high achievers of the group, the median (M) and/or mean ($\bar{x}$) scores to represent the average achievers, and the lower quartile ($Q_1$) scores to represent the low achievers' performance on the test.

# GLOSSARY

Terms used to explain Berkeley's level of performance on the standardized tests discussed in this report are defined below:

Raw Score: Total number of right responses made by the student on the test. These numbers must be converted to a standardized score in order to be useful for comparing performance of individuals or groups.

Norming Group: The group of students to which the test was originally administered by the test's publisher in order to establish the norms.

Norm: The expected performance level of the average students for each grade covered by the test. When the norming group is properly selected and is truly representative of the population it purports to represent, the norm serves as a valid standard against which an individual or group score is measured.

Mean: The result of dividing the sum of a set of scores by the number of scores, sometimes written as $\bar{X}$. (Commonly known as the average.)

Median: The middle point in a distribution; the point that divides the group into two equal parts; the fiftieth percentile; the second quartile ($Q_2$). (Sometimes called average).

Quartile: One of three points that divide a distribution of scores into four equal groups. Upper Quartile ($Q_3$) = seventy-fifth percentile; Median ($Q_2$) = fiftieth percentile; Lower Quartile ($Q_1$) = twenty-fifth percentile. If all of the scores made by the students tested were put in rank order from the lowest to the highest score, the score 25% of the way down from the top is the upper Quartile score, and the score 25% of the way up from the bottom is the lower quartile score.

Grade Equivalent (G.E.): The grade level for which a given score is the real or estimated average, expressed as a decimal fraction. For example, 3.5 is read as third grade, fifth month. The reader is cautioned to note that emphasis is placed on the word estimated. Although group scores are more accurate than individual scores, too literal an interpretation of the Grade Equivalent score is not warranted, especially if the score deviates markedly from the norm of the group in which it occurs. For example, while it is true that the first-grader who takes a reading test in the spring and scores at a grade equivalent of 3.5 is doing as well on his test as the estimated performance of a typical third-grader in the middle of the year, this should not be generalized to all reading activity. The first-grade test, while an adequate sample of first-grade reading tasks, may not represent the tasks and skills required at the third grade, and the first-grader has not actually been tested on the test appropriate for third-graders.

## STRENGTHS AND LIMITATIONS OF STANDARDIZED TESTS

According to authorities in the field, there is general agreement that achievement tests serve a number of useful purposes. Historically, they have been recognized as motivators of students and as one basis for assigning grades. Their use in providing teachers with feedback regarding the effects of instructional procedures has also been recognized, in principle if not often in practice. Where compatible tests or different forms of the same test are employed over a period of time, comparisons of the scores made from year to year yield an assessment of the academic achievement growth being made by students. Recognition of the value of such test information is also now frequently made by colleges and universities, and students are admitted to advanced class standing based on their performance on achievement tests.

On the other hand, the limitations of achievement tests must also be considered. No single test, no matter how well planned, can measure all the important outcomes of instruction. When achievement tests are used that have been developed and normed for use nation-wide, they are attempting to measure the students' mastery of only that part of the curriculum which is presumably taught throughout the nation.

In the case of the CTBS (used in grades 4-11), the stress is placed on the basic skills of Reading, Language and Arithmetic and gives an assessment of how well our students have mastered these skill subjects.

It becomes evident, therefore, that the results obtained from such tests used in a local school district may measure the effectiveness of only a part of the instructional program. Supplemental means of assessing and evaluating the program should therefore be employed, and the results obtained from the standardized tests should be thought of only as a measure of the achievement of the students on the "common core" curriculum that the test was designed to measure. As such, scores on these standardized tests should be considered as indicators of achievement in a specified segment of the instructional program rather than as a comprehensive measure of the total program of instruction.

Even with these limitations, scores secured from a testing program employing standardized tests can be of considerable value to the District as an aid to curriculum assessment and as a stimulus to curriculum revision, as well as for their primary purpose of assessing student academic progress.

## SCOPE OF REPORT

The District annually administers Achievement tests covering the skills areas of Reading, Language and Arithmetic. All grades, 1 through 12, are tested in Reading. The Cooperative Primary Test is used in 1st, 2nd and 3rd grades since it is the state-mandated instrument.

Grades 4 through 12 are also tested in Language and Arithmetic. The Comprehensive Tests of Basic Skills are used in grades 4 through 11 and the Iowa Test of Educational Development is employed with 12th graders to test all three skills areas. All scores reported herein were secured from the Spring testing, May 1972, except those for 12th graders which were taken from the state-mandated Fall testing conducted in October 1971.

It should be pointed out that these tests are designed to measure the level of competency in the basic skills areas. Consequently some of the high-achieving students, especially in the upper grades, have a tendency to "top out" on the tests; i.e., to get near-perfect scores which demonstrates their mastery of the basic skills, but not necessarily their achievement level in the subject areas being tested. Consequently these tests have the most value for demonstrating the basic skills achievement level of the average and low-achieving students whose scores generally are not affected by this "ceiling effect."

Tables 2 through 19 contain Reading scores, with Table 19 being a summary table for grades 1 through 11.

Tables 20 through 28 present Language scores with Table 28 being a summary of the scores made by 4th through 11th graders.

Tables 29 through 42 cover the Arithmetic scores, with Table 42 being the summary table for grades 4 through 11.

An attempt has been made to present summary information rather than an exhaustive exposition of the facts contained in the accompanying tables and graphs. Consequently there is much information contained in these tables which is not presented in the following somewhat brief narrative. Interested readers are encouraged to turn to the tables and seek the additional facts and interrelationships. Questions concerning the contents of this report will be welcomed by the Office of Research and Evaluation.

## PARTICIPATION LEVEL OF STUDENTS IN SPRING TESTING PROGRAM

Comparing the enrollment by grade at the time of the Spring testing with the number of students tested produces a picture of the participation level of students in the District Testing Program. In Table 1, the percentage participation of enrollees by grade is presented. Highest participation level was found to be in the 4-6 schools (96-97%); next highest in the K-3 schools (94%); followed in order by junior highs (86-90%); West Campus (84%); and senior high (71-76%).

When the participation level of students in the four ethnic subgroups is examined, there were no consistent differences in the percentage of students who were tested in each subgroup at each grade level (not shown). However, when the average participation level was calculated over all eleven grades by subgroup, Asians had the highest participation level followed by Whites, Blacks and Chicanos in that order.

It is not possible from these figures alone to know whether the students tested are truly representative of their total grade group or ethnic subgroup. Generally, the higher the percentage of participation in the testing, the greater the likelihood that the results are an adequate representation of the group under consideration. Consequently it might be concluded that results obtained from the intermediate schools (grades 4-6) are most accurate and from the senior high school (grades 10-11) least accurate.

It should be pointed out that this information secured from Table 1 deals only with the question of the representativeness of the test score results and <u>not</u> with the question of the validity of the test scores themselves. On this latter question, it is felt that the tests being employed, although far from perfect, do a reasonable job of performing the function for which they were designed. As normative tests designed to measure mastery of basic skills, they are intended to allow us to answer the question of how well our students are doing compared to those students who served as the publisher's original norming group (which group is presumed to be representative of the nation's students at that grade level).

The results of this year's testing program follow.

## READING

The Reading Achievement test scores made by elementary school students (grades 1-6) during this past year present a generally positive picture of improvement, especially at the primary school level. Not only are the median (average) scores of all six grade-groups above the national norm (i.e., above grade level), but when 1972 performance is compared with that of 1971 and earlier years, it is found to be equal to or better than the previous years' scores in five out of the six grades. (See Tables 2-9.) The 4th grade score was the exception, down one month from the previous year.

Furthermore, when subgroup scores are substituted for these Total Group scores, the picture remains nearly the same for each of the ethnic subgroups. For all four subgroups (Black, White, Asian and Chicano), the median scores made in 1972 were equal to or better than the 1971 scores in at least four out of the six grades.

This same positive trend is also seen at the lower quartile ($Q_1$) with the low achievers in each ethnic subgroup doing better in 1972 than their counterparts had done in 1971 in at least four of the six grades.

The upper quartile ($Q_3$) scores reveal that the majority of high achievers also received higher scores in 1972 than were made in 1971. Black students' upper quartile scores were higher in five out of six grades; Chicano scores higher in four out of six; Asian scores in three out of six; and White scores in two out of the six grades. In some cases, these upper quartile scores are very near the ceiling of the tests which makes it difficult to show improvement.

## COMPARISONS OF 1967-1972

These tables (2-9) contain scores made by students over the past six years (1967-1972), yet direct comparison between some sets of scores is not possible because the data were secured from different tests. In most cases there are no conversion scales available to make the scores comparable when they have come from different tests. Consequently, in grades 3-6, only scores made on the same test during the last three years by intermediate school students (grades 4-6) and by 3rd graders from 1967 through 1971 can be compared.

Generally the more recent 3rd grade scores tend to be the higher scores for low, average and high-achieving students of all ethnic subgroups (Table 6).

At the intermediate school level, the highest median and upper quartile scores in the past three years were made in 1972 at both the 5th and 6th grade levels. As in the case of the 3rd grade, the more recent scores tend to be the better scores for intermediate school students (Tables 7-9).

Converted scores are available for 1st and 2nd grades and using these scores, it can be seen that the 1972 scores for 1st graders were the highest scores attained during the six-year period by Black, Asian and Chicano students. This is true not only for average achievers (median) but for low achievers (lower quartile) and high achievers (upper quartile) as well. For white 1st graders, the 1972 scores were exceeded only by the 1971 scores during this six-year period (Table 3).

Second grade results were also very positive. The average scores made by Black, White, Asian and Chicano students in 1972 were equal to or better than the scores made in any of the previous five years by these student groups. This was true of the Total Group scores for high and low achievers as well (Table 5).

The conclusion to be drawn from these data is that there has been an overall, consistent improvement in the reading achievement level of elementary school children in Berkeley during the six-year period under consideration.

## READING GROWTH SCORES

Another way to look at Reading scores of students is to examine their progress as they pass through the grades. Scores made by grade-groups of students in successive years are presented in Tables 10 through 17. From these tables it is possible not only to compare the performance of a group against the national norms but also to calculate "growth" scores for the group.

A word of caution is necessary concerning the too-literal interpretation of growth scores obtained from standardized tests. Because of the increased presence of test measurement error (which is present in all tests) caused by using two test scores to calculate the growth score, it is advisable to think of the resulting scores as approximations rather than absolutes. In many cases a change in the form or level of the test used in the two testings can be a source of additional error. Under such circumstances it becomes evident why caution should be taken in the use and interpretation of growth scores. It nevertheless is an alternative way of looking at achievement test results which may aid us in assessing the progress being made by our students.

Growth scores are calculated by noting the difference in scores made in two testings. For example, Table 10 contains the scores made by a grade-group tested in 1971 as 1st graders and again in 1972 as 2nd graders. Their median 1st grade score was 2.1 and their median 2nd grade score was 3.3. The difference between these two scores is 1.2 school years or 12 school months. (There are 10 school months in a school year.) This group performed above the national norm in both 1st and 2nd grades (i.e., above 1.8 and 2.8 respectively), and made 12 months' growth in 10 months' time as 2nd graders.

Looking at the median growth scores made by 2nd through 9th graders in 1972 (Tables 10-17), six of the eight groups met or exceeded the year-for-a-year growth objective. Only 7th and 8th graders did not make 10 months' growth in 10 months' time, and these same two grades were the only ones who were performing below the national norm. (Tables 15 and 16)

When these 1971-72 growth scores are examined by subgroup, the following pattern emerges: White students met the year-for-a-year growth in six of the eight grades (missing it in 3rd and 7th grades); Chicano students met the goal in five grades (missing it in 5th, 7th and 8th grades); Asian students attained the year-for-a-year growth in 2nd, 4th, 6th and 8th grades; and Black students demonstrated year-for-a-year growth in 3rd and 8th grades (Tables 10-17).

## MULTIPLE YEAR GROWTH

Year-for-a-year growth for grade-groups of students can be examined on a multiple-year basis by determining whether the cumulative total of months of growth is at least equal to the total months of instructional time. Where this has been accomplished, it can be said that the group under consideration had attained an average of a year-for-a-year's growth over the multiple-year period. Reexamining Tables 10 through 17 on this basis, it can be seen that this goal was accomplished in six of the eight cases, with the 1972 7th and 8th graders being the only ones who did not make it.

In recent years (since we have begun to examine achievement test scores by ethnic subgroups), it has been pointed out that our students do not all progress at the same rate of growth. Generally, it has been observed that the growth rate of Black and Chicano students is below average while that of White and Asian students is above average. This pattern is verified in this multiple-year presentation of scores.

White students exceeded the year-for-a-year growth average in all eight grade-groups.

Asian students met or exceeded the goal in seven out of the eight grade-groups.

Chicano students exceeded the goal in the case of the second and ninth grade-groups and missed it by only one or two months at the 3rd and 6th grade levels.

Black students did not reach the goal in any of the grade-groups but missed it by only one month in both the 2nd and 3rd grade groups.

## SUMMARY

Table 19 presents in summary form the Reading scores made by 1st through 11th graders in May, 1972. When Total-Group scores at the median are examined, nine out of the eleven grade-groups met or exceeded the national norm scores for their respective grades. Generally, the performance of elementary students was better than that of the secondary students in that the national norms were exceeded by greater margins in the lower grades.

When the scores are examined by ethnic subgroups, the differential achievement levels attained by these groups become evident. Black students exceeded the national norm at only the 1st grade level; Chicano students at grades 1, 2, 9, and 10; while both White and Asian students topped the norms in all eleven grades.

Black students made their best scores at the primary school level but accumulated an increasing deficit in the middle and upper grades, falling below the national norm by larger amounts each year. Chicanos had the most difficulty in the middle grades, while White and Asian students tended to make steady upward progress with increasingly larger above-average scores in the higher grades.

## LANGUAGE

The second skill area tested was Language. Students in grades 4 through 11 were tested and a summary of the results is presented in Table 28. Comparing their performance with the national norms, intermediate school students (grades 4-6) on the average met the norm, while secondary school students (grades 7 through 11) did not. When the upper quartile scores for the Total Group are examined however, both 10th and 11th graders made maximum scores; i.e., they "topped-out" on the test. And when upper quartile scores made by the sub-groups are studied, it is found that Chicano students had a similar experience at the 10th and 11th grade levels, while White and Asian students not only reached the highest possible score in these grades but in the 9th grade as well. (A similar pattern can be observed, incidently, in the Reading scores found in Table 19.)

Returning to the median scores made by the sub-groups, it can be observed that White and Asian students exceeded the national norm at all grade levels tested (4th through 11th) in several cases by as much as two years above the norm. Chicano students met the norm in only one grade (10th) and Black students fell below the norm in all grades, in some cases by more than three years.

When comparisons are made of scores secured from intermediate school students over the past three years, the best scores were made in 1972 by 5th and 6th graders, while the best 4th grade score was made in 1971. Scores for 7th and 8th graders declined slightly in 1972 compared to the previous year's scores.

## GROWTH SCORES

Growth scores can be obtained for either a one or two-year period for grades 6 through 9 from Tables 23-26. The 1971-72 year-for-a-year growth objective was exceeded at the 6th grade level by all four ethnic sub-groups and at the 9th grade by White, Asian and Chicano students (Tables 23-26). Asian and Chicano students also attained the growth objective at the 7th grade level (Table 24), but no group met the goal in the 8th grade.

Two years' growth from 1970 to 1972 was made by White and Asian students in 6th, 7th and 8th grades and by Chicanos in 6th and 9th grades.

The conclusion to be drawn is that Berkeley students did not perform as well on the Language skills test as they did on the Reading test, with only two out of the eight grade groups (4th and 5th graders) exceeding the national norms. There was no consistent trend of either improving or declining Language test scores made by 4th through 11th graders over the three-year period (1970-1972).

The differential performance pattern of the ethnic sub-groups noted in the section on Reading also was evident in Language with Black and Chicano students receiving below average scores while White and Asian students continued to achieve above average scores.

## ARITHMETIC

The third basic skills area tested was Arithmetic. Math scores were obtained from 4th through 11th graders. Table 42 summarizes these results. It should be noted that in 1972, 10th and 11th graders who had completed their basic math requirement or who were enrolled in advanced math classes were exempted from this test. Consequently, the results reported are not representative of the total 10th and 11th grade groups. To illustrate, only one sub-group score (Asian 10th graders) met or exceeded the national norm among the 10th and 11th graders tested.

Within grades 4 through 9, the intermediate school students (4-6) as Total Groups all had median scores that met or exceeded the national norm while the junior high students' scores (7-9) did not meet this standard (Tables 29-34). When these scores are examined by ethnic sub-group, the pattern of performance already seen in Reading and Language is once again repeated in Math. Black and Chicano students' scores were all below the norm except one (Chicano 5th grade score), while White and Asian students' scores all exceeded the national norm.

Comparing Berkeley students against themselves (rather than against the national norm) by looking at the scores made over the past three years, it is found that the best scores were made in 1972 by four out of the six grade groups tested (4th, 5th, 6th and 7th graders) (Tables 29-32). The 1972 8th and 9th grade scores were down slightly from the previous years.

Chicano students' 1972 scores were the best for the three-year period in five out of six grades tested; Black students' scores, the best in four out of the six grades; and White and Asian students' scores, the best in three out of the six grades.

## GROWTH SCORES

Of the grade-groups for whom we have growth scores (grades 5 through 9), only the 5th graders as a Total Group met the year-for-a-year growth objective in 1972, although 6th and 9th graders missed the goal by only one month and the 8th graders fell short by only two months (Tables 35-38). By sub-group, the 1971-72 growth picture is as follows:

> Black students made 13 months' growth in 10 months' time at the 9th grade level, Asian students exceeded the month-for-a-month growth in two grades (5th and 9th), Chicano students exceeded the growth goal in three grades (5th, 6th and 9th), and White students met or exceeded the goal in four grades (5th, 6th, 8th and 9th).

When the two-year growth period from 1970 through 1972 is examined for Total Groups, only the 6th graders met the goal, but 9th graders came within two months of meeting the growth objective.

The sub-group growth picture for 1970-72 shows Chicano students exceeding the twenty-month growth objective in two grades (6th and 9th), and both White and Asian students meeting or exceeding the goal in all four grades (6th through 9th) (Tables 35-38).

The conclusion to be drawn is that Berkeley students' performance in Math was not as good as it was in Reading in 1972. However, test scores in Math are improving, with the 1972 scores generally being the best within the three-year period covered in this report.

## ACHIEVEMENT TEST SCORES - CONCLUSION

It is encouraging to be able to report the continuing improvement of Berkeley students in the basic learning skills areas as measured by standardized tests.

As has been suggested in previous annual reports of this kind, we will increase the accuracy of our assessment of the instructional program by including additional methods of measurement. With the emphasis that is to be placed on basic skills mastery in this next school year (1973), and the use of criterion referenced tests as an added means of measuring our accomplishments, we have good reason to believe that Berkeley's upward trend in Reading, Language and Arithmetic achievement scores will continue and improve in 1973.

BERKELEY UNIFIED SCHOOL DISTRICT

Selected Statistics from Spring 1972 Group Achievement Testing Program for Grades 1 through 11

TABLE 1

| Test | Grade Level | # Enrolled at Spring Test Time | # Tested (Reading) | % of Enrollees Tested* |
|---|---|---|---|---|
| Coop Pri 12A | 1 | 1189 | 1120 | 94 |
| Coop Pri 23A | 2 | 1217 | 1140 | 94 |
| Coop Pri 23B | 3 | 1237 | 1167 | 94 |
| CTBS R1 | 4 | 1213 | 1163 | 96 |
| CTBS R2 | 5 | 1049 | 1013 | 97 |
| CTBS R2 | 6 | 1073 | 1038 | 97 |
| CTBS R3 | 7 | 1032 | 933 | 90 |
| CTBS R3 | 8 | 995 | 853 | 86 |
| CTBS R4 | 9 | 1049 | 876 | 84 |
| CTBS R4 | 10 | 1121 | 857 | 76 |
| CTBS R4 | 11 | 1063 | 758 | 71 |

Coop Pri = Cooperative Primary Test
CTBS = Comprehensive Test of Basic Skills

*Rounded to the Nearest Percent

BERKELEY UNIFIED SCHOOL DISTRICT

TABLE 2

Comparison of READING SCORES made by FIRST Graders in Six Years, 1967 through 1972. Expressed in Grade Equivalents by Ethnic Subgroups at the Upper Quartile ($Q_3$), Median (M), Lower Quartile ($Q_1$) and Mean ($\bar{X}$) Measuring Points, with the Number of Students (N) for each group.

| Test: Norm: 1.8 Year: | GROUP 1 | | | | | | GROUP 2 | | | | | | GROUP 3 | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | SAT | | | CPT* | | | SAT | | | CPT* | | | SAT | | | CPT* | | |
| | '67 | '68 | '69 | '70 | '71 | '72 | '67 | '68 | '69 | '70 | '71 | '72 | '67 | '68 | '69 | '70 | '71 | '72 |
| $Q_3$ | 2.7 | 2.7 | 2.7 | 3.1 | 3.4 | 3.2 | 1.7 | 1.7 | 1.7 | 1.9 | 2.2 | 2.3 | 2.8 | 2.8 | 2.6 | 3.5 | 3.7 | 3.8 |
| M | 2.0 | 2.0 | 1.9 | 2.3 | 2.5 | 2.5 | 1.5 | 1.5 | 1.5 | 1.7 | 1.8 | 1.9 | 2.1 | 2.1 | 1.9 | 2.5 | 2.5 | 3.0 |
| $Q_1$ | 1.6 | 1.6 | 1.6 | 1.8 | 1.9 | 1.9 | 1.4 | 1.4 | 1.3 | 1.3 | 1.5 | 1.6 | 1.6 | 1.7 | 1.6 | 1.9 | 2.0 | 2.3 |
| $\bar{X}$ | 1.9 | 1.9 | 1.8 | 2.2 | 2.3 | 2.3 | 1.6 | 1.6 | 1.6 | 1.8 | 1.9 | 1.9 | 2.0 | 2.0 | 1.8 | 2.3 | 2.4 | 2.7 |
| N | 627 | 632 | 570 | 618 | 533 | 516 | 518 | 474 | 517 | 495 | 497 | 508 | 83 | 66 | 95 | 64 | 69 | 44 |

| | GROUP 4 | | | | | | TOTAL GROUP | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | SAT | | | CPT* | | | SAT | | | CPT* | | |
| | '67 | '68 | '69 | '70 | '71 | '72 | '67 | '68 | '69 | '70 | '71 | '72 |
| $Q_3$ | 1.8 | 1.9 | 1.7 | 1.9 | 2.1 | 2.9 | 2.4 | 2.4 | 2.3 | 2.7 | 2.8 | 2.7 |
| M | 1.5 | 1.6 | 1.5 | 1.8 | 1.8 | 2.1 | 1.7 | 1.7 | 1.6 | 1.9 | 2.1 | 2.1 |
| $Q_1$ | 1.4 | 1.4 | 1.4 | 1.5 | 1.6 | 1.7 | 1.5 | 1.5 | 1.4 | 1.5 | 1.7 | 1.8 |
| $\bar{X}$ | 1.6 | 1.6 | 1.6 | 1.8 | 1.9 | 2.1 | 1.8 | 1.7 | 1.7 | 2.0 | 2.1 | 2.1 |
| N | 22 | 18 | 33 | 41 | 48 | 27 | 1348 | 1215 | 1259 | 1255 | 1165 | 1120 |

SAT = Stanford Achievement Test
CPT = Cooperative Primary Test

*SAT and CPT Scores are not comparable since these tests did not have a common norming group.

Research and Evaluation '72

BERKELEY UNIFIED SCHOOL DISTRICT

TABLE 3

Comparison of READING Scores made by FIRST Graders in Six Years, 1967 through 1972. Expressed in Grade Equivalents by Ethnic Subgroups at the Upper Quartile ($Q_3$), Median (M), Lower Quartile ($Q_1$) and Mean ($\bar{X}$) Measuring Points, with the Number of Students (N) for each group.

| Test: | | GROUP 1 | | | | | | GROUP 2 | | | | | | GROUP 3 | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Norm: 1.8 | | SAT | | | CPT* | | | SAT | | | CPT* | | | SAT | | | CPT* | | |
| Year: | | '67 | '68 | '69 | '70 | '71 | '72 | '67 | '68 | '69 | '70 | '71 | '72 | '67 | '68 | '69 | '70 | '71 | '72 |
| | $Q_3$ | 2.7 | 2.7 | 2.7 | 2.8 | 2.9 | 2.8 | 1.7 | 1.7 | 1.7 | 1.8 | 2.0 | 2.2 | 2.8 | 2.8 | 2.6 | 3.0 | 3.1 | 3.1 |
| | M | 2.0 | 2.0 | 1.9 | 2.2 | 2.4 | 2.3 | 1.5 | 1.5 | 1.5 | 1.6 | 1.7 | 1.8 | 2.1 | 2.1 | 1.9 | 2.4 | 2.4 | 2.7 |
| | $Q_1$ | 1.6 | 1.6 | 1.6 | 1.7 | 1.8 | 1.8 | 1.4 | 1.4 | 1.3 | 1.4 | 1.5 | 1.6 | 1.6 | 1.7 | 1.6 | 1.8 | 1.9 | 2.2 |
| | $\bar{X}$ | 1.9 | 1.9 | 1.8 | 2.0 | 2.2 | 2.2 | 1.6 | 1.6 | 1.6 | 1.7 | 1.8 | 1.8 | 2.0 | 2.0 | 1.8 | 2.2 | 2.3 | 2.5 |
| | N | 627 | 632 | 570 | 618 | 533 | 516 | 518 | 474 | 517 | 495 | 497 | 508 | 83 | 66 | 95 | 64 | 69 | 44 |

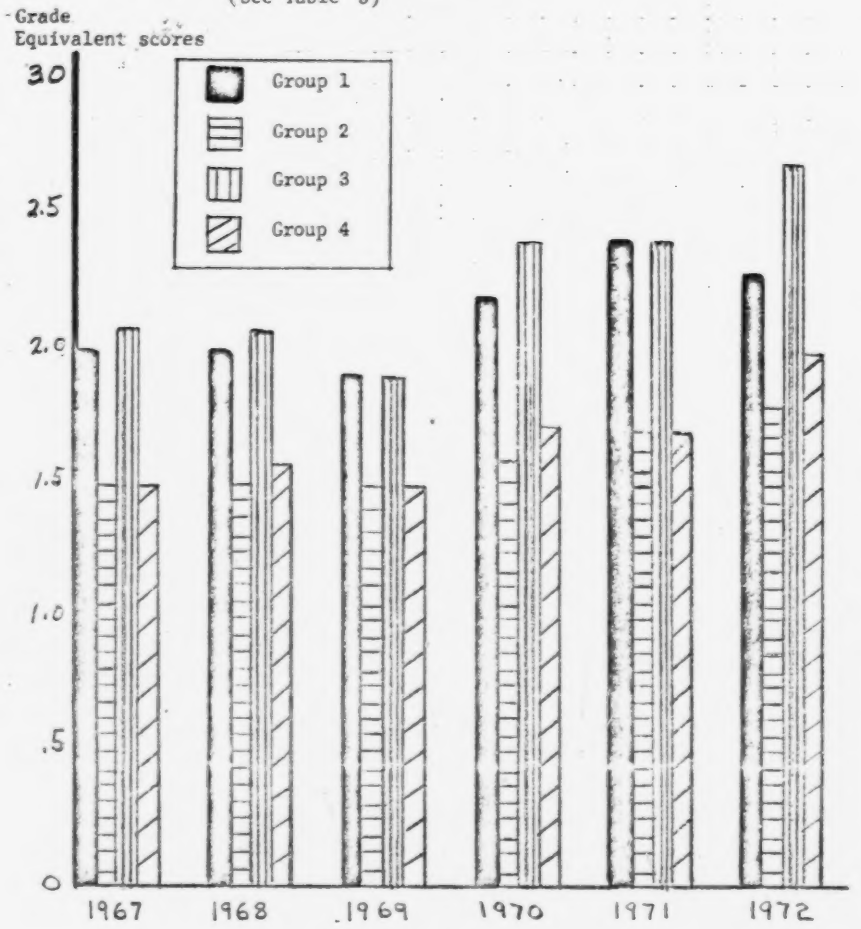
| | GROUP 4 | | | | | | TOTAL GROUP | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | SAT | | | CPT* | | | SAT | | | CPT* | | |
| | '67 | '68 | '69 | '70 | '71 | '72 | '67 | '68 | '69 | '70 | '71 | '72 |
| $Q_3$ | 1.8 | 1.9 | 1.7 | 1.8 | 2.0 | 2.7 | 2.4 | 2.4 | 2.3 | 2.5 | 2.6 | 2.5 |
| M | 1.5 | 1.6 | 1.5 | 1.7 | 1.7 | 2.0 | 1.7 | 1.7 | 1.6 | 1.8 | 2.0 | 2.0 |
| $Q_1$ | 1.4 | 1.4 | 1.4 | 1.5 | 1.6 | 1.6 | 1.5 | 1.5 | 1.4 | 1.5 | 1.6 | 1.7 |
| $\bar{X}$ | 1.6 | 1.6 | 1.6 | 1.7 | 1.8 | 1.9 | 1.8 | 1.7 | 1.7 | 1.9 | 2.0 | 2.0 |
| N | 22 | 18 | 33 | 41 | 48 | 27 | 1348 | 1215 | 1259 | 1255 | 1165 | 1120 |

SAT = Stanford Achievement Test
CPT = Cooperative Primary Test

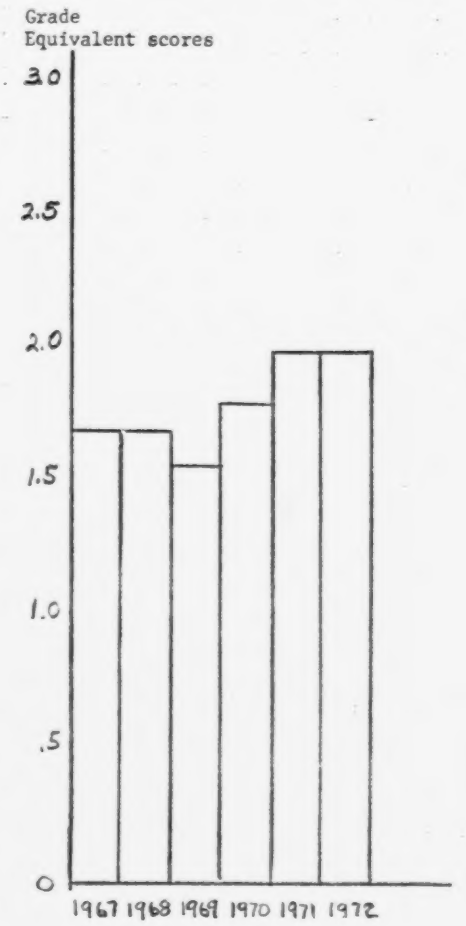
*These scores are converted scores to make them comparable to the SAT scores.

Research and Evaluation '72

Ethnic Breakdown of Reading Scores made by First Graders, 1967-1972 (See Table 3)




Total Group Reading Scores Made by First Graders, 1967-1972



BERKELEY UNIFIED SCHOOL DISTRICT

TABLE 4

Comparison of READING SCORES made by SECOND Graders in Six Years, 1967 through 1972. Expressed in Grade Equivalents by Ethnic Subgroups at the Upper Quartile ($Q_3$), Median (M), Lower Quartile ($Q_1$) and Mean ($\bar{X}$) Measuring Points, with the Number of Students (N) for each group.

| Test: Norm: 2.8 Year: | GROUP 1 | | | | | | GROUP 2 | | | | | | GROUP 3 | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | SAT | | | | CPT* | | SAT | | | | CPT* | | SAT | | | | CPT* | |
| | '67 | '68 | '69 | '70 | '71 | '72 | '67 | '68 | '69 | '70 | '71 | '72 | '67 | '68 | '69 | '70 | '71 | '72 |
| $Q_3$ | 4.2 | 4.0 | 4.2 | 4.2 | 4.5 | 4.5 | 2.7 | 2.7 | 2.6 | 2.9 | 3.1 | 3.4 | 3.9 | 3.8 | 4.0 | 3.8 | 4.4 | 4.4 |
| M | 3.4 | 3.3 | 3.4 | 3.5 | 3.8 | 4.0 | 2.0 | 2.0 | 2.0 | 2.2 | 2.5 | 2.7 | 3.1 | 3.0 | 3.2 | 3.1 | 3.6 | 3.7 |
| $Q_1$ | 2.7 | 2.5 | 2.7 | 2.7 | 3.0 | 3.1 | 1.8 | 1.7 | 1.7 | 1.8 | 1.9 | 2.1 | 2.6 | 2.5 | 2.7 | 2.5 | 3.0 | 3.0 |
| $\bar{X}$ | 3.2 | 3.1 | 3.2 | 3.3 | 3.6 | 3.7 | 2.2 | 2.2 | 2.1 | 2.4 | 2.6 | 2.7 | 3.1 | 3.0 | 3.2 | 3.1 | 3.6 | 3.5 |
| N | 550 | 585 | 582 | 559 | 612 | 528 | 429 | 478 | 444 | 502 | 455 | 489 | 91 | 73 | 73 | 94 | 61 | 66 |

| | GROUP 4 | | | | | | TOTAL GROUP | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | SAT | | | | CPT* | | SAT | | | | CPT* | |
| | '67 | '68 | '69 | '70 | '71 | '72 | '67 | '68 | '69 | '70 | '71 | '72 |
| $Q_3$ | 3.6 | 2.3 | 3.1 | 2.6 | 3.0 | 3.5 | 3.7 | 3.5 | 3.7 | 3.7 | 4.1 | 4.1 |
| M | 2.7 | 2.0 | 2.6 | 2.0 | 2.3 | 3.0 | 2.8 | 2.7 | 2.8 | 2.8 | 3.2 | 3.3 |
| $Q_1$ | 2.0 | 1.8 | 2.0 | 1.8 | 2.0 | 2.5 | 2.0 | 1.9 | 1.9 | 2.0 | 2.3 | 2.4 |
| $\bar{X}$ | 2.8 | 2.1 | 2.6 | 2.1 | 2.5 | 3.0 | 2.8 | 2.7 | 2.8 | 2.8 | 3.2 | 3.2 |
| N | 19 | 19 | 24 | 34 | 35 | 36 | 1161 | 1184 | 1155 | 1219 | 1202 | 1140 |

SAT = Stanford Achievement Test
CPT = Cooperative Primary Test

*SAT and CPT Scores are not comparable since these tests did not have a common norming group.

Research and Evaluation '72

BERKELEY UNIFIED SCHOOL DISTRICT

TABLE 5

Comparison of READING SCORES made by SECOND Graders in Six Years, 1967 through 1972. Expressed in Grade Equivalents by Ethnic Subgroups at the Upper Quartile ($Q_3$), Median (M), Lower Quartile ($Q_1$) and Mean ($\bar{X}$) Measuring Points, with the Number of Students (N) for each group.

| Test: Norm: 2.8 Year: | GROUP 1 | | | | | | GROUP 2 | | | | | | GROUP 3 | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | SAT | | | | CPT* | | SAT | | | | CPT* | | SAT | | | | CPT* | |
| | '67 | '68 | '69 | '70 | '71 | '72 | '67 | '68 | '69 | '70 | '71 | '72 | '67 | '68 | '69 | '70 | '71 | '72 |
| $Q_3$ | 4.2 | 4.0 | 4.2 | 4.2 | 4.0 | 4.0 | 2.7 | 2.7 | 2.6 | 2.9 | 2.8 | 3.0 | 3.9 | 3.8 | 4.0 | 3.8 | 3.9 | 3.9 |
| M | 3.4 | 3.3 | 3.4 | 3.5 | 3.4 | 3.5 | 2.0 | 2.0 | 2.0 | 2.2 | 2.3 | 2.5 | 3.1 | 3.0 | 3.2 | 3.1 | 3.2 | 3.3 |
| $Q_1$ | 2.7 | 2.5 | 2.7 | 2.7 | 2.8 | 2.8 | 1.8 | 1.7 | 1.7 | 1.8 | 1.8 | 1.9 | 2.6 | 2.5 | 2.7 | 2.5 | 2.8 | 2.7 |
| $\bar{X}$ | 3.2 | 3.1 | 3.2 | 3.3 | 3.2 | 3.3 | 2.2 | 2.2 | 2.1 | 2.4 | 2.4 | 2.5 | 3.1 | 3.0 | 3.2 | 3.1 | 3.2 | 3.1 |
| N | 550 | 585 | 582 | 559 | 612 | 528 | 429 | 478 | 444 | 502 | 455 | 489 | 91 | 73 | 73 | 94 | 61 | 66 |

| | GROUP 4 | | | | | | TOTAL GROUP | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | SAT | | | | CPT* | | SAT | | | | CPT* | |
| | '67 | '68 | '69 | '70 | '71 | '72 | '67 | '68 | '69 | '70 | '71 | '72 |
| $Q_3$ | 3.6 | 2.3 | 3.1 | 2.6 | 2.7 | 3.1 | 3.7 | 3.5 | 3.7 | 3.7 | 3.7 | 3.7 |
| M | 2.7 | 2.0 | 2.6 | 2.0 | 2.0 | 2.7 | 2.8 | 2.7 | 2.8 | 2.8 | 2.9 | 3.0 |
| $Q_1$ | 2.0 | 1.8 | 2.0 | 1.8 | 1.8 | 2.3 | 2.0 | 1.9 | 1.9 | 2.0 | 2.0 | 2.1 |
| $\bar{X}$ | 2.8 | 2.1 | 2.6 | 2.1 | 2.3 | 2.7 | 2.8 | 2.7 | 2.8 | 2.8 | 2.9 | 2.9 |
| N | 19 | 19 | 24 | 34 | 35 | 36 | 1161 | 1184 | 1155 | 1219 | 1202 | 1140 |

SAT = Stanford Achievement Test
CPT = Cooperative Primary Test

*These scores are converted scores to make them comparable to the SAT scores.

Research and Evaluation '72

BERKELEY UNIFIED SCHOOL DISTRICT

TABLE 6

Comparison of READING SCORES made by THIRD Graders in Six Years, 1967 through 1972. Expressed in Grade Equivalents by Ethnic Subgroups at the Upper Quartile ($Q_3$), Median (M), Lower Quartile ($Q_1$) and Mean ($\bar{X}$) Measuring Points, with the Number of Students (N) for each group.

| Test: Norm: 3.8 Year: | GROUP 1 | | | | | | GROUP 2 | | | | | | GROUP 3 | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | SAT | | | | | CPT* | SAT | | | | | CPT* | SAT | | | | | CPT* |
| | '67 | '68 | '69 | '70 | '71 | '72 | '67 | '68 | '69 | '70 | '71 | '72 | '67 | '68 | '69 | '70 | '71 | '72 |
| $Q_3$ | 5.7 | 5.3 | 5.7 | 6.0 | 6.0 | 4.9 | 3.5 | 3.3 | 3.5 | 3.7 | 3.8 | 4.2 | 5.5 | 5.1 | 5.0 | 5.6 | 4.9 | 4.8 |
| M | 4.6 | 4.4 | 4.6 | 4.9 | 4.8 | 4.5 | 2.8 | 2.7 | 2.8 | 3.1 | 3.1 | 3.6 | 4.5 | 4.1 | 4.0 | 4.6 | 4.0 | 4.4 |
| $Q_1$ | 3.7 | 3.6 | 3.7 | 4.0 | 3.8 | 4.2 | 2.1 | 2.0 | 2.2 | 2.7 | 2-6 | 2.8 | 3.8 | 3.5 | 3.4 | 3.6 | 3.4 | 4.1 |
| $\bar{X}$ | 4.2 | 4.0 | 4.1 | 4.5 | 4.4 | 4.4 | 2.8 | 2.7 | 2.8 | 3.0 | 3.1 | 3.4 | 4.0 | 3.9 | 3.8 | 4.1 | 3.9 | 4.3 |
| N | 564 | 548 | 523 | 550 | 563 | 602 | 424 | 414 | 508 | 443 | 520 | 442 | 92 | 79 | 73 | 64 | 87 | 57 |

| | GROUP 4 | | | | | | TOTAL GROUP | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | SAT | | | | | CPT* | SAT | | | | | CPT* |
| | '67 | '68 | '69 | '70 | '71 | '72 | '67 | '68 | '69 | '70 | '71 | '72 |
| $Q_3$ | 4.0 | 4.1 | 3.4 | 4.0 | 3.7 | 4.2 | 5.0 | 4.7 | 4.7 | 5.1 | 5.1 | 4.7 |
| M | 3.1 | 3.4 | 2.7 | 3.3 | 3.0 | 3.7 | 3.8 | 3.6 | 3.6 | 3.9 | 3.9 | 4.2 |
| $Q_1$ | 2.5 | 2.5 | 2.0 | 2.5 | 2.6 | 3.0 | 2.8 | 2.7 | 2.7 | 3.0 | 3.0 | 3.5 |
| $\bar{X}$ | 3.0 | 3.1 | 2.7 | 3.1 | 3.0 | 3.5 | 3.5 | 3.4 | 3.4 | 3.7 | 3.6 | 4.0 |
| N | 18 | 20 | 22 | 28 | 33 | 35 | 1183 | 1080 | 1173 | 1111 | 1231 | 1167 |

SAT = Stanford Achievement Test
CPT = Cooperative Primary Test

*SAT and CPT Scores are not comparable since these tests did not have a common norming group.

Research and Evaluation '72

The sub-group growth picture for 1970-72 shows Chicano students exceeding the twenty-month growth objective in two grades (6th and 9th), and both White and Asian students meeting or exceeding the goal in all four grades (6th through 9th) (Tables 35-38).

The conclusion to be drawn is that Berkeley students' performance in Math was not as good as it was in Reading in 1972. However, test scores in Math are improving, with the 1972 scores generally being the best within the three-year period covered in this report.

## ACHIEVEMENT TEST SCORES - CONCLUSION

It is encouraging to be able to report the continuing improvement of Berkeley students in the basic learning skills areas as measured by standardized tests.

As has been suggested in previous annual reports of this kind, we will increase the accuracy of our assessment of the instructional program by including additional methods of measurement. With the emphasis that is to be placed on basic skills mastery in this next school year (1973), and the use of criterion referenced tests as an added means of measuring our accomplishments, we have good reason to believe that Berkeley's upward trend in Reading, Language and Arithmetic achievement scores will continue and improve in 1973.

BERKELEY UNIFIED SCHOOL DISTRICT

Selected Statistics from Spring 1972 Group Achievement Testing Program for Grades 1 through 11

TABLE 1

| Test | Grade Level | # Enrolled at Spring Test Time | # Tested (Reading) | % of Enrollees Tested* |
|---|---|---|---|---|
| Coop Pri 12A | 1 | 1189 | 1120 | 94 |
| Coop Pri 23A | 2 | 1217 | 1140 | 94 |
| Coop Pri 23B | 3 | 1237 | 1167 | 94 |
| CTBS R1 | 4 | 1213 | 1163 | 96 |
| CTBS R2 | 5 | 1049 | 1013 | 97 |
| CTBS R2 | 6 | 1073 | 1038 | 97 |
| CTBS R3 | 7 | 1032 | 933 | 90 |
| CTBS R3 | 8 | 995 | 853 | 86 |
| CTBS R4 | 9 | 1049 | 876 | 84 |
| CTBS R4 | 10 | 1121 | 857 | 76 |
| CTBS R4 | 11 | 1063 | 758 | 71 |

Coop Pri = Cooperative Primary Test
CTBS = Comprehensive Test of Basic Skills

*Rounded to the Nearest Percent

BERKELEY UNIFIED SCHOOL DISTRICT

TABLE 2

Comparison of READING SCORES made by FIRST Graders in Six Years, 1967 through 1972. Expressed in Grade Equivalents by Ethnic Subgroups at the Upper Quartile ($Q_3$), Median (M), Lower Quartile ($Q_1$) and Mean ($\bar{X}$) Measuring Points, with the Number of Students (N) for each group.

| Test: / Norm: 1.8 / Year: | GROUP 1 | | | | | | GROUP 2 | | | | | | GROUP 3 | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | SAT | | | CPT* | | | SAT | | | CPT* | | | SAT | | | CPT* | | |
| | '67 | '68 | '69 | '70 | '71 | '72 | '67 | '68 | '69 | '70 | '71 | '72 | '67 | '68 | '69 | '70 | '71 | '72 |
| $Q_3$ | 2.7 | 2.7 | 2.7 | 3.1 | 3.4 | 3.2 | 1.7 | 1.7 | 1.7 | 1.9 | 2.2 | 2.3 | 2.8 | 2.8 | 2.6 | 3.5 | 3.7 | 3.8 |
| M | 2.0 | 2.0 | 1.9 | 2.3 | 2.5 | 2.5 | 1.5 | 1.5 | 1.5 | 1.7 | 1.8 | 1.9 | 2.1 | 2.1 | 1.9 | 2.5 | 2.5 | 3.0 |
| $Q_1$ | 1.6 | 1.6 | 1.6 | 1.8 | 1.9 | 1.9 | 1.4 | 1.4 | 1.3 | 1.3 | 1.5 | 1.6 | 1.6 | 1.7 | 1.6 | 1.9 | 2.0 | 2.3 |
| $\bar{X}$ | 1.9 | 1.9 | 1.8 | 2.2 | 2.3 | 2.3 | 1.6 | 1.6 | 1.6 | 1.8 | 1.9 | 1.9 | 2.0 | 2.0 | 1.8 | 2.3 | 2.4 | 2.7 |
| N | 627 | 632 | 570 | 618 | 533 | 516 | 518 | 474 | 517 | 495 | 497 | 508 | 83 | 66 | 95 | 64 | 69 | 44 |

| | GROUP 4 | | | | | | TOTAL GROUP | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | SAT | | | CPT* | | | SAT | | | CPT* | | |
| | '67 | '68 | '69 | '70 | '71 | '72 | '67 | '68 | '69 | '70 | '71 | '72 |
| $Q_3$ | 1.8 | 1.9 | 1.7 | 1.9 | 2.1 | 2.9 | 2.4 | 2.4 | 2.3 | 2.7 | 2.8 | 2.7 |
| M | 1.5 | 1.6 | 1.5 | 1.8 | 1.8 | 2.1 | 1.7 | 1.7 | 1.6 | 1.9 | 2.1 | 2.1 |
| $Q_1$ | 1.4 | 1.4 | 1.4 | 1.5 | 1.6 | 1.7 | 1.5 | 1.5 | 1.4 | 1.5 | 1.7 | 1.8 |
| $\bar{X}$ | 1.6 | 1.6 | 1.6 | 1.8 | 1.9 | 2.1 | 1.8 | 1.7 | 1.7 | 2.0 | 2.1 | 2.1 |
| N | 22 | 18 | 33 | 41 | 48 | 27 | 1348 | 1215 | 1259 | 1255 | 1165 | 1120 |

SAT = Stanford Achievement Test
CPT = Cooperative Primary Test

*SAT and CPT Scores are not comparable since these tests did not have a common norming group.

Research and Evaluation '72

BERKELEY UNIFIED SCHOOL DISTRICT

TABLE 3

Comparison of READING Scores made by FIRST Graders in Six Years, 1967 through 1972. Expressed in Grade Equivalents by Ethnic Subgroups at the Upper Quartile ($Q_3$), Median (M), Lower Quartile ($Q_1$) and Mean ($\bar{X}$) Measuring Points, with the Number of Students (N) for each group.

| Test: Norm: 1.8 Year: | GROUP 1 | | | | | | GROUP 2 | | | | | | GROUP 3 | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | SAT | | | CPT* | | | SAT | | | CPT* | | | SAT | | | CPT* | | |
| | '67 | '68 | '69 | '70 | '71 | '72 | '67 | '68 | '69 | '70 | '71 | '72 | '67 | '68 | '69 | '70 | '71 | '72 |
| $Q_3$ | 2.7 | 2.7 | 2.7 | 2.8 | 2.9 | 2.8 | 1.7 | 1.7 | 1.7 | 1.8 | 2.0 | 2.2 | 2.8 | 2.8 | 2.6 | 3.0 | 3.1 | 3.1 |
| M | 2.0 | 2.0 | 1.9 | 2.2 | 2.4 | 2.3 | 1.5 | 1.5 | 1.5 | 1.6 | 1.7 | 1.8 | 2.1 | 2.1 | 1.9 | 2.4 | 2.4 | 2.7 |
| $Q_1$ | 1.6 | 1.6 | 1.6 | 1.7 | 1.8 | 1.8 | 1.4 | 1.4 | 1.3 | 1.4 | 1.5 | 1.6 | 1.6 | 1.7 | 1.6 | 1.8 | 1.9 | 2.2 |
| $\bar{X}$ | 1.9 | 1.9 | 1.8 | 2.0 | 2.2 | 2.2 | 1.6 | 1.6 | 1.6 | 1.7 | 1.8 | 1.8 | 2.0 | 2.0 | 1.8 | 2.2 | 2.3 | 2.5 |
| N | 627 | 632 | 570 | 618 | 533 | 516 | 518 | 474 | 517 | 495 | 497 | 508 | 83 | 66 | 95 | 64 | 69 | 44 |

| | GROUP 4 | | | | | | TOTAL GROUP | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | SAT | | | CPT* | | | SAT | | | CPT* | | |
| | '67 | '68 | '69 | '70 | '71 | '72 | '67 | '68 | '69 | '70 | '71 | '72 |
| $Q_3$ | 1.8 | 1.9 | 1.7 | 1.8 | 2.0 | 2.7 | 2.4 | 2.4 | 2.3 | 2.5 | 2.6 | 2.5 |
| M | 1.5 | 1.6 | 1.5 | 1.7 | 1.7 | 2.0 | 1.7 | 1.7 | 1.6 | 1.8 | 2.0 | 2.0 |
| $Q_1$ | 1.4 | 1.4 | 1.4 | 1.5 | 1.6 | 1.6 | 1.5 | 1.5 | 1.4 | 1.5 | 1.6 | 1.7 |
| $\bar{X}$ | 1.6 | 1.6 | 1.6 | 1.7 | 1.8 | 1.9 | 1.8 | 1.7 | 1.7 | 1.9 | 2.0 | 2.0 |
| N | 22 | 18 | 33 | 41 | 48 | 27 | 1348 | 1215 | 1259 | 1255 | 1165 | 1120 |

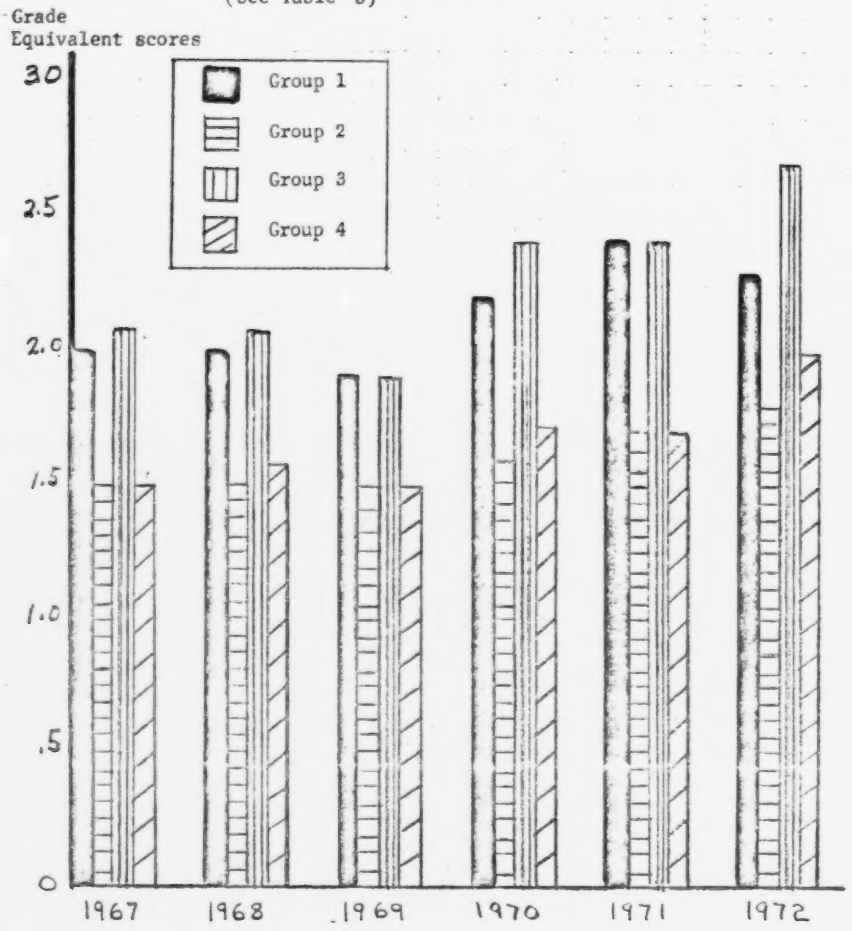
SAT = Stanford Achievement Test
CPT = Cooperative Primary Test

*These scores are converted scores to make them comparable to the SAT scores.

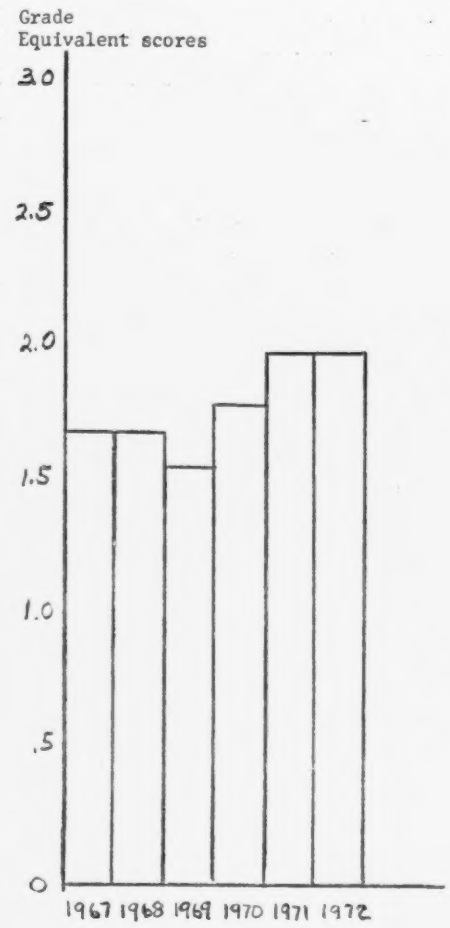
Research and Evaluation '72

BERKELEY UNIFIED SCHOOL DISTRICT

Ethnic Breakdown of Reading Scores made by First Graders, 1967-1972 (See Table 3)




Total Group Reading Scores Made by First Graders, 1967-1972



BERKELEY UNIFIED SCHOOL DISTRICT

TABLE 4

Comparison of READING SCORES made by SECOND Graders in Six Years, 1967 through 1972. Expressed in Grade Equivalents by Ethnic Subgroups at the Upper Quartile ($Q_3$), Median (M), Lower Quartile ($Q_1$) and Mean ($\bar{X}$) Measuring Points, with the Number of Students (N) for each group.

| Test: Norm: 2.8 Year: | GROUP 1 | | | | | | GROUP 2 | | | | | | GROUP 3 | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | SAT | | | | CPT* | | SAT | | | | CPT* | | SAT | | | | CPT* | |
| | '67 | '68 | '69 | '70 | '71 | '72 | '67 | '68 | '69 | '70 | '71 | '72 | '67 | '68 | '69 | '70 | '71 | '72 |
| $Q_3$ | 4.2 | 4.0 | 4.2 | 4.2 | 4.5 | 4.5 | 2.7 | 2.7 | 2.6 | 2.9 | 3.1 | 3.4 | 3.9 | 3.8 | 4.0 | 3.8 | 4.4 | 4.4 |
| M | 3.4 | 3.3 | 3.4 | 3.5 | 3.8 | 4.0 | 2.0 | 2.0 | 2.0 | 2.2 | 2.5 | 2.7 | 3.1 | 3.0 | 3.2 | 3.1 | 3.6 | 3.7 |
| $Q_1$ | 2.7 | 2.5 | 2.7 | 2.7 | 3.0 | 3.1 | 1.8 | 1.7 | 1.7 | 1.8 | 1.9 | 2.1 | 2.6 | 2.5 | 2.7 | 2.5 | 3.0 | 3.0 |
| $\bar{X}$ | 3.2 | 3.1 | 3.2 | 3.3 | 3.6 | 3.7 | 2.2 | 2.2 | 2.1 | 2.4 | 2.6 | 2.7 | 3.1 | 3.0 | 3.2 | 3.1 | 3.6 | 3.5 |
| N | 550 | 585 | 582 | 559 | 612 | 528 | 429 | 478 | 444 | 502 | 455 | 489 | 91 | 73 | 73 | 94 | 61 | 66 |

| | GROUP 4 | | | | | | TOTAL GROUP | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | SAT | | | | CPT* | | SAT | | | | CPT* | |
| | '67 | '68 | '69 | '70 | '71 | '72 | '67 | '68 | '69 | '70 | '71 | '72 |
| $Q_3$ | 3.6 | 2.3 | 3.1 | 2.6 | 3.0 | 3.5 | 3.7 | 3.5 | 3.7 | 3.7 | 4.1 | 4.1 |
| M | 2.7 | 2.0 | 2.6 | 2.0 | 2.3 | 3.0 | 2.8 | 2.7 | 2.8 | 2.8 | 3.2 | 3.3 |
| $Q_1$ | 2.0 | 1.8 | 2.0 | 1.8 | 2.0 | 2.5 | 2.0 | 1.9 | 1.9 | 2.0 | 2.3 | 2.4 |
| $\bar{X}$ | 2.8 | 2.1 | 2.6 | 2.1 | 2.5 | 3.0 | 2.8 | 2.7 | 2.8 | 2.8 | 3.2 | 3.2 |
| N | 19 | 19 | 24 | 34 | 35 | 36 | 1161 | 1184 | 1155 | 1219 | 1202 | 1140 |

SAT = Stanford Achievement Test
CPT = Cooperative Primary Test

*SAT and CPT Scores are not comparable since these tests did not have a common norming group.

Research and Evaluation '72

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TABLE 5

Comparison of READING SCORES made by SECOND Graders in Six Years, 1967 through 1972. Expressed in Grade Equivalents by Ethnic Subgroups at the Upper Quartile ($Q_3$), Median (M), Lower Quartile ($Q_1$) and Mean ($\bar{X}$) Measuring Points, with the Number of Students (N) for each group.

| Test: Norm: 2.8 Year: | GROUP 1 | | | | | | GROUP 2 | | | | | | GROUP 3 | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | SAT | | | | CPT* | | SAT | | | | CPT* | | SAT | | | | CPT* | |
| | '67 | '68 | '69 | '70 | '71 | '72 | '67 | '68 | '69 | '70 | '71 | '72 | '67 | '68 | '69 | '70 | '71 | '72 |
| $Q_3$ | 4.2 | 4.0 | 4.2 | 4.2 | 4.0 | 4.0 | 2.7 | 2.7 | 2.6 | 2.9 | 2.8 | 3.0 | 3.9 | 3.8 | 4.0 | 3.8 | 3.9 | 3.9 |
| M | 3.4 | 3.3 | 3.4 | 3.5 | 3.4 | 3.5 | 2.0 | 2.0 | 2.0 | 2.2 | 2.3 | 2.5 | 3.1 | 3.0 | 3.2 | 3.1 | 3.2 | 3.3 |
| $Q_1$ | 2.7 | 2.5 | 2.7 | 2.7 | 2.8 | 2.8 | 1.8 | 1.7 | 1.7 | 1.8 | 1.8 | 1.9 | 2.6 | 2.5 | 2.7 | 2.5 | 2.8 | 2.7 |
| $\bar{X}$ | 3.2 | 3.1 | 3.2 | 3.3 | 3.2 | 3.3 | 2.2 | 2.2 | 2.1 | 2.4 | 2.4 | 2.5 | 3.1 | 3.0 | 3.2 | 3.1 | 3.2 | 3.1 |
| N | 550 | 585 | 582 | 559 | 612 | 528 | 429 | 478 | 444 | 502 | 455 | 489 | 91 | 73 | 73 | 94 | 61 | 66 |

| | GROUP 4 | | | | | | TOTAL GROUP | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | SAT | | | | CPT* | | SAT | | | | CPT* | |
| | '67 | '68 | '69 | '70 | '71 | '72 | '67 | '68 | '69 | '70 | '71 | '72 |
| $Q_3$ | 3.6 | 2.3 | 3.1 | 2.6 | 2.7 | 3.1 | 3.7 | 3.5 | 3.7 | 3.7 | 3.7 | 3.7 |
| M | 2.7 | 2.0 | 2.6 | 2.0 | 2.0 | 2.7 | 2.8 | 2.7 | 2.8 | 2.8 | 2.9 | 3.0 |
| $Q_1$ | 2.0 | 1.8 | 2.0 | 1.8 | 1.8 | 2.3 | 2.0 | 1.9 | 1.9 | 2.0 | 2.0 | 2.1 |
| $\bar{X}$ | 2.8 | 2.1 | 2.6 | 2.1 | 2.3 | 2.7 | 2.8 | 2.7 | 2.8 | 2.8 | 2.9 | 2.9 |
| N | 19 | 19 | 24 | 34 | 35 | 36 | 1161 | 1184 | 1155 | 1219 | 1202 | 1140 |

SAT = Stanford Achievement Test
CPT = Cooperative Primary Test

*These scores are converted scores to make them comparable to the SAT scores.

Research and Evaluation '72

BERKELEY UNIFIED SCHOOL DISTRICT

TABLE 6

Comparison of READING SCORES made by THIRD Graders in Six Years, 1967 through 1972. Expressed in Grade Equivalents by Ethnic Subgroups at the Upper Quartile ($Q_3$), Median (M), Lower Quartile ($Q_1$) and Mean ($\bar{X}$) Measuring Points, with the Number of Students (N) for each group.

| Test: Norm: 3.8 Year: | GROUP 1 | | | | | | GROUP 2 | | | | | | GROUP 3 | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | SAT | | | | | CPT* | SAT | | | | | CPT* | SAT | | | | | CPT* |
| | '67 | '68 | '69 | '70 | '71 | '72 | '67 | '68 | '69 | '70 | '71 | '72 | '67 | '68 | '69 | '70 | '71 | '72 |
| $Q_3$ | 5.7 | 5.3 | 5.7 | 6.0 | 6.0 | 4.9 | 3.5 | 3.3 | 3.5 | 3.7 | 3.8 | 4.2 | 5.5 | 5.1 | 5.0 | 5.6 | 4.9 | 4.8 |
| M | 4.6 | 4.4 | 4.6 | 4.9 | 4.8 | 4.5 | 2.8 | 2.7 | 2.8 | 3.1 | 3.1 | 3.6 | 4.5 | 4.1 | 4.0 | 4.6 | 4.0 | 4.4 |
| $Q_1$ | 3.7 | 3.6 | 3.7 | 4.0 | 3.8 | 4.2 | 2.1 | 2.0 | 2.2 | 2.7 | 2-6 | 2.8 | 3.8 | 3.5 | 3.4 | 3.6 | 3.4 | 4.1 |
| $\bar{X}$ | 4.2 | 4.0 | 4.1 | 4.5 | 4.4 | 4.4 | 2.8 | 2.7 | 2.8 | 3.0 | 3.1 | 3.4 | 4.0 | 3.9 | 3.8 | 4.1 | 3.9 | 4.3 |
| N | 564 | 548 | 523 | 550 | 563 | 602 | 424 | 414 | 508 | 443 | 520 | 442 | 92 | 79 | 73 | 64 | 87 | 57 |

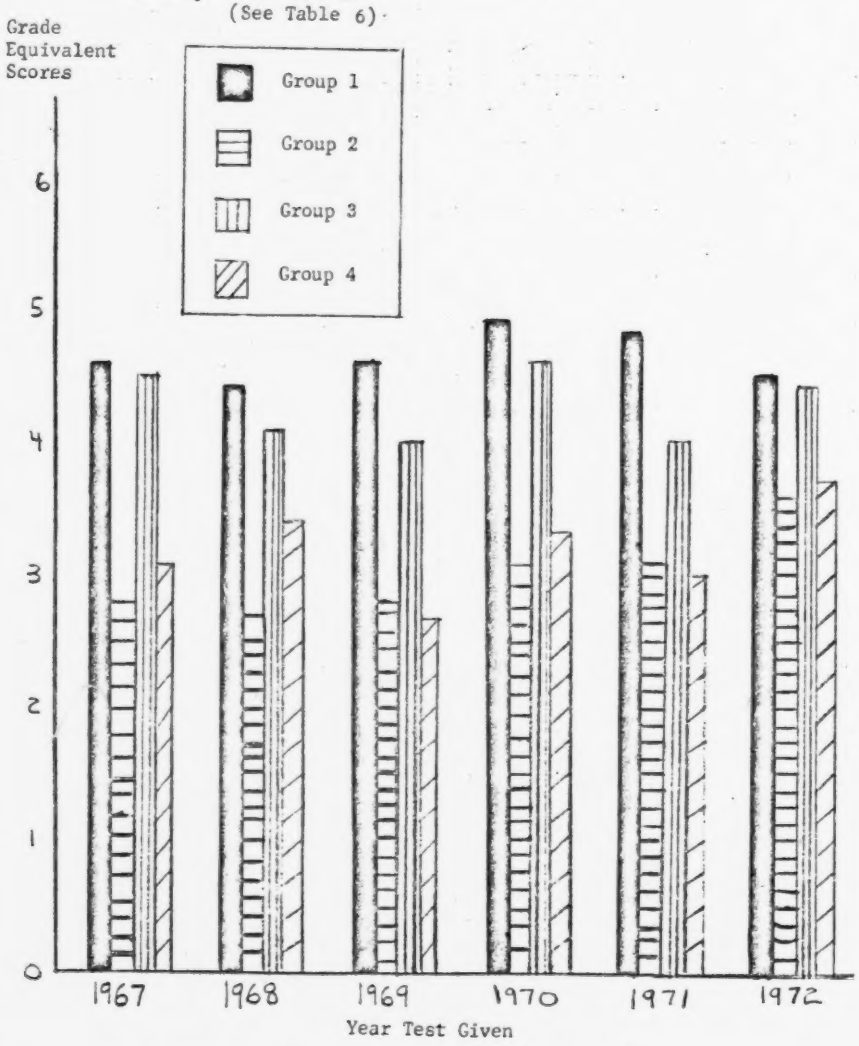
| | GROUP 4 | | | | | | TOTAL GROUP | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | SAT | | | | | CPT* | SAT | | | | | CPT* |
| | '67 | '68 | '69 | '70 | '71 | '72 | '67 | '68 | '69 | '70 | '71 | '72 |
| $Q_3$ | 4.0 | 4.1 | 3.4 | 4.0 | 3.7 | 4.2 | 5.0 | 4.7 | 4.7 | 5.1 | 5.1 | 4.7 |
| M | 3.1 | 3.4 | 2.7 | 3.3 | 3.0 | 3.7 | 3.8 | 3.6 | 3.6 | 3.9 | 3.9 | 4.2 |
| $Q_1$ | 2.5 | 2.5 | 2.0 | 2.5 | 2.6 | 3.0 | 2.8 | 2.7 | 2.7 | 3.0 | 3.0 | 3.5 |
| $\bar{X}$ | 3.0 | 3.1 | 2.7 | 3.1 | 3.0 | 3.5 | 3.5 | 3.4 | 3.4 | 3.7 | 3.6 | 4.0 |
| N | 18 | 20 | 22 | 28 | 33 | 35 | 1183 | 1080 | 1173 | 1111 | 1231 | 1167 |

SAT = Stanford Achievement Test
CPT = Cooperative Primary Test

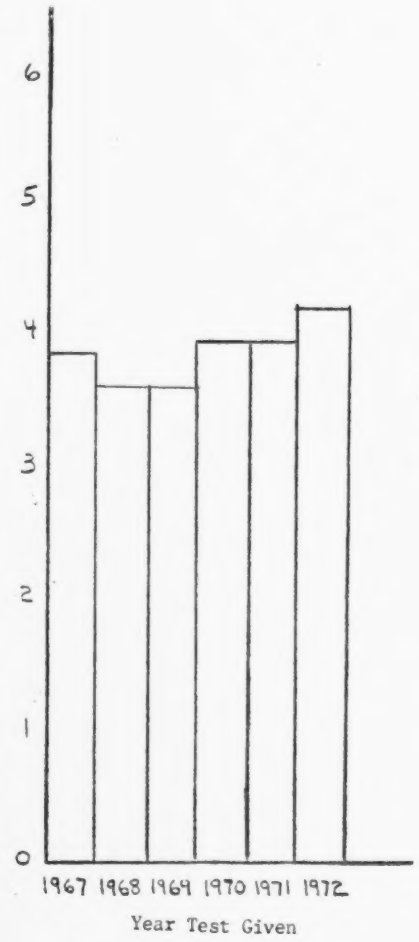
*SAT and CPT Scores are not comparable since these tests did not have a common norming group.

Research and Evaluation '72

Ethnic Breakdown of Reading Scores made by Third Graders (See Table 6)




Total Group Reading Scores Made by Third Graders, 1967-1972



BERKELEY UNIFIED SCHOOL DISTRICT

TABLE 7

Comparison of READING scores made by FOURTH Graders in Six Years, 1967 through 1972. Expressed in Grade Equivalents by Ethnic Subgroups at the Upper Quartile ($Q_3$), Median (M), Lower Quartile ($Q_1$) and Mean ($\bar{X}$) Measuring Points, with the Number of Students (N) for each group.

| Test: / Norn: 4.8 / Year: | GROUP 1 | | | | | | GROUP 2 | | | | | | GROUP 3 | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | SAT | | | CTBS* | | | SAT | | | CTBS* | | | SAT | | | CTBS* | | |
| | '67 | '68 | '69 | '70 | '71 | '72 | '67 | '68 | '69 | '70 | '71 | '72 | '67 | '68 | '69 | '70 | '71 | '72 |
| $Q_3$ | 7.0 | 7.1 | 6.7 | 8.4 | 8.3 | 8.4 | 4.2 | 4.2 | 3.9 | 4.7 | 4.7 | 4.8 | 6.7 | 7.0 | 6.2 | 7.6 | 8.1 | 7.2 |
| M | 5.8 | 6.0 | 5.6 | 7.0 | 7.0 | 7.1 | 3.3 | 3.4 | 3.2 | 4.0 | 3.9 | 3.9 | 5.4 | 5.9 | 5.5 | 6.1 | 6.5 | 5.4 |
| $Q_1$ | 4.6 | 4.7 | 4.3 | 5.3 | 5.3 | 5.5 | 2.8 | 3.0 | 2.9 | 3.0 | 3.1 | 3.0 | 4.4 | 4.5 | 4.2 | 4.7 | 5.1 | 4.4 |
| $\bar{X}$ | 5.5 | 5.7 | 5.3 | 6.0 | 5.9 | 6.0 | 3.6 | 3.7 | 3.5 | 3.7 | 3.7 | 3.7 | 5.3 | 5.4 | 5.2 | 5.3 | 5.5 | 5.1 |
| N | 503 | 528 | 447 | 480 | 498 | 513 | 423 | 411 | 352 | 541 | 444 | 509 | 99 | 86 | 79 | 70 | 63 | 84 |

| | GROUP 4 | | | | | | TOTAL GROUP | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | SAT | | | CTBS* | | | SAT | | | CTBS* | | |
| | '67 | '68 | '69 | '70 | '71 | '72 | '67 | '68 | '69 | '70 | '71 | '72 |
| $Q_3$ | 6.0 | 4.7 | 5.7 | 4.1 | 5.8 | 4.9 | 6.1 | 6.3 | 6.0 | 7.1 | 7.3 | 7.2 |
| M | 4.2 | 3.7 | 3.6 | 3.5 | 4.8 | 4.0 | 4.6 | 4.7 | 4.3 | 4.9 | 5.2 | 5.1 |
| $Q_1$ | 3.0 | 3.1 | 3.1 | 2.7 | 3.4 | 2.9 | 3.2 | 3.3 | 3.3 | 3.7 | 3.8 | 3.7 |
| $\bar{X}$ | 4.3 | 3.9 | 4.0 | 3.4 | 4.2 | 3.7 | 4.6 | 4.8 | 4.5 | 4.3 | 4.5 | 4.4 |
| N | 27 | 22 | 18 | 30 | 27 | 23 | 1134 | 1071 | 922 | 1157 | 1054 | 1163 |

SAT = Stanford Achievement Test
CTBS = Comprehensive Test of Basic Skills

*Scores on the SAT and CTBS are not directly comparable since these tests did not have a common norming group.

Research and Evaluation '72

BERKELEY UNIFIED SCHOOL DISTRICT

TABLE 8

Comparison of READING SCORES made by FIFTH Graders in Six Years, 1967 through 1972. Expressed in Grade Equivalents by Ethnic Subgroups at the Upper Quartile ($Q_3$), Median (M), Lower Quartile ($Q_1$) and Mean ($\bar{X}$) Measuring Points with the Number of Students (N) for each group.

| Test: Norm: 5.8 Year: | GROUP 1 | | | | | | GROUP 2 | | | | | | GROUP 3 | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | SAT | | | CTBS* | | | SAT | | | CTBS* | | | SAT | | | CTBS* | | |
| | '67 | '68 | '69 | '70 | '71 | '72 | '67 | '68 | '69 | '70 | '71 | '72 | '67 | '68 | '69 | '70 | '71 | '72 |
| $Q_3$ | 8.4 | 8.4 | 8.2 | 9.1 | 10.0 | 9.9 | 4.9 | 4.9 | 4.9 | 5.4 | 5.8 | 5.6 | 8.1 | 7.6 | 7.8 | 8.7 | 8.9 | 9.0 |
| M | 7.2 | 7.2 | 7.0 | 7.7 | 8.4 | 8.3 | 4.2 | 4.2 | 4.2 | 4.4 | 4.6 | 4.4 | 6.7 | 6.5 | 6.8 | 6.9 | 7.2 | 7.4 |
| $Q_1$ | 6.0 | 5.7 | 5.5 | 6.3 | 6.6 | 6.8 | 3.5 | 3.5 | 3.5 | 3.4 | 3.9 | 3.7 | 5.5 | 5.5 | 5.5 | 5.3 | 5.6 | 5.6 |
| $\bar{X}$ | 6.9 | 6.9 | 6.7 | 6.9 | 7.4 | 7.5 | 4.4 | 4.3 | 4.4 | 4.4 | 4.7 | 4.5 | 6.6 | 6.5 | 6.6 | 6.3 | 6.6 | 6.9 |
| N | 484 | 457 | 419 | 473 | 449 | 460 | 368 | 401 | 357 | 452 | 511 | 445 | 75 | 84 | 78 | 78 | 73 | 65 |

| | GROUP 4 | | | | | | TOTAL GROUP | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | SAT | | | CTBS* | | | SAT | | | CTBS* | | |
| | '67 | '68 | '69 | '70 | '71 | '72 | '67 | '68 | '69 | '70 | '71 | '72 |
| $Q_3$ | 6.6 | 6.7 | 6.2 | 7.3 | 6.0 | 6.6 | 7.6 | 7.5 | 7.3 | 8.1 | 8.4 | 8.5 |
| M | 5.3 | 5.3 | 4.4 | 5.7 | 4.9 | 3.9 | 5.8 | 5.5 | 5.5 | 6.0 | 6.0 | 6.3 |
| $Q_1$ | 4.3 | 4.0 | 3.8 | 4.1 | 4.2 | 2.9 | 4.2 | 4.1 | 4.1 | 4.3 | 4.4 | 4.3 |
| $\bar{X}$ | 5.5 | 5.4 | 4.8 | 5.2 | 4.8 | 4.2 | 5.9 | 5.7 | 5.6 | 5.4 | 5.8 | 5.8 |
| N | 30 | 22 | 21 | 25 | 28 | 26 | 1138 | 976 | 892 | 1043 | 1085 | 1013 |

SAT = Stanford Achievement Test
CTBS = Comprehensive Test of Basic Skills

*Scores on the SAT and CTBS are not comparable since these tests did not have a common norming group.

Research and Evaluation '72

BERKELEY UNIFIED SCHOOL DISTRICT

TABLE 9

Comparison of READING SCORES made by SIXTH Graders in Six Years, 1967 through 1972. Expressed in Grade Equivalents by Ethnic Subgroups at the Upper Quartile ($Q_3$), Median (M), Lower Quartile ($Q_1$) and Mean ($\bar{X}$) Measuring Points, with the Number of Students (N) for each group.

| Test: Norm: 6.8 Year: | GROUP 1 | | | | | | GROUP 2 | | | | | | GROUP 3 | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | SAT | | | CTBS* | | | SAT | | | CTBS* | | | SAT | | | CTBS* | | |
| | '67 | '68 | '69 | '70 | '71 | '72 | '67 | '68 | '69 | '70 | '71 | '72 | '67 | '68 | '69 | '70 | '71 | '72 |
| $Q_3$ | 9.9 | 9.8 | 9.9 | 10.9 | 11.2 | 11.6 | 6.2 | 5.9 | 5.8 | 6.6 | 6.5 | 6.9 | 9.2 | 8.9 | 8.7 | 10.4 | 10.2 | 10.3 |
| M | 8.3 | 8.4 | 8.3 | 9.3 | 9.4 | 9.7 | 4.9 | 4.7 | 4.6 | 5.1 | 5.1 | 5.4 | 7.6 | 7.3 | 7.3 | 8.8 | 8.4 | 8.6 |
| $Q_1$ | 6.8 | 7.0 | 6.9 | 7.4 | 7.5 | 8.1 | 4.1 | 3.9 | 3.9 | 4.1 | 4.1 | 4.3 | 6.4 | 6.3 | 6.2 | 7.1 | 6.5 | 6.7 |
| $\bar{X}$ | 7.7 | 7.7 | 7.7 | 8.0 | 8.4 | 8.7 | 5.1 | 5.0 | 4.9 | 5.1 | 5.1 | 5.3 | 7.3 | 7.2 | 7.1 | 7.7 | 7.5 | 7.7 |
| N | 532 | 400 | 403 | 442 | 431 | 427 | 426 | 351 | 367 | 455 | 444 | 500 | 67 | 65 | 85 | 81 | 78 | 73 |

| Test: Norm: 6.8 Year: | GROUP 4 | | | | | | TOTAL GROUP | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | SAT | | | CTBS* | | | SAT | | | CTBS* | | |
| | '67 | '68 | '69 | '70 | '71 | '72 | '67 | '68 | '69 | '70 | '71 | '72 |
| $Q_3$ | 6.1 | 7.2 | 7.4 | 8.2 | 9.2 | 8.2 | 8.7 | 8.7 | 8.5 | 9.5 | 9.6 | 9.7 |
| M | 4.7 | 6.0 | 5.5 | 6.0 | 5.8 | 6.1 | 6.7 | 6.7 | 6.6 | 7.1 | 7.0 | 7.3 |
| $Q_1$ | 4.1 | 4.9 | 3.7 | 4.1 | 4.3 | 4.6 | 4.9 | 4.7 | 4.6 | 4.8 | 5.0 | 5.2 |
| $\bar{X}$ | 5.1 | 6.0 | 5.7 | 5.7 | 5.7 | 5.7 | 6.5 | 6.5 | 6.3 | 6.4 | 6.5 | 6.6 |
| N | 26 | 36 | 21 | 31 | 27 | 13 | 1113 | 1011 | 899 | 1021 | 998 | 1038 |

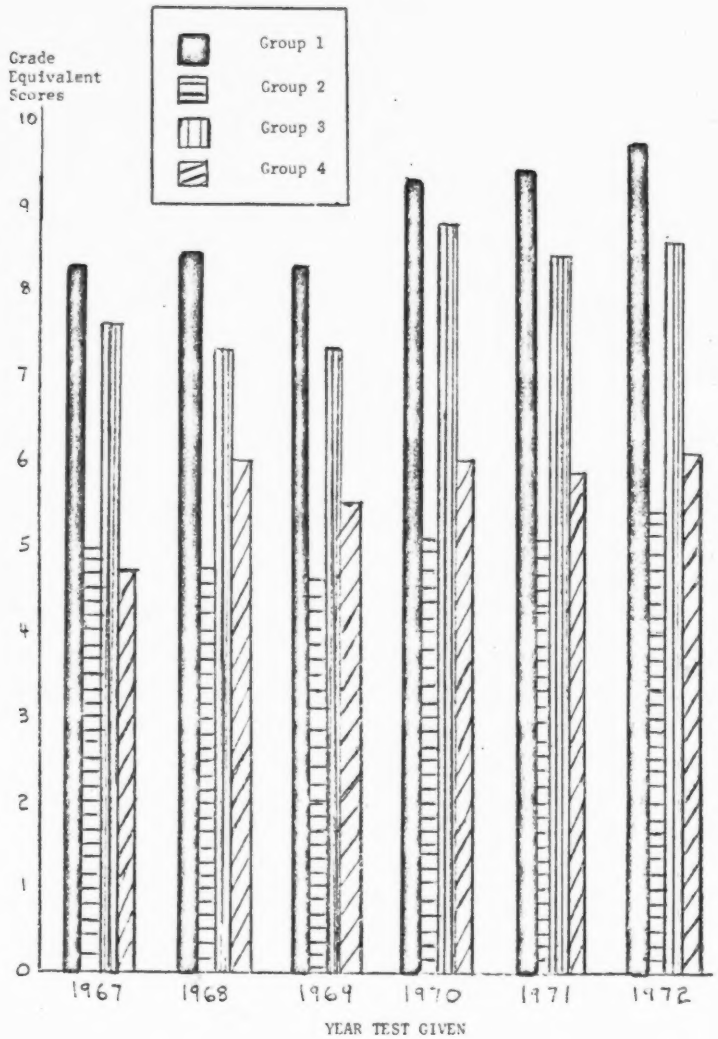
SAT = Stanford Achievement Test
CTBS = Comprehensive Test of Basic Skills

*Scores on the SAT and CTBS are not directly comparable since these tests did not have a common norming group.

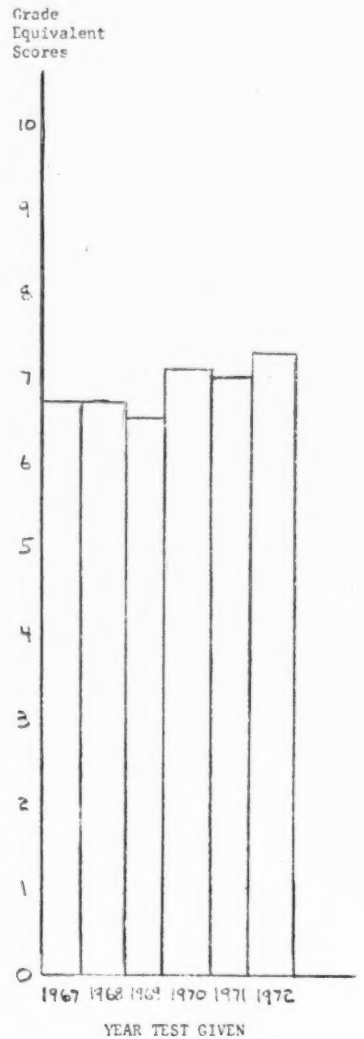
Research and Evaluation '72

BERKELEY UNIFIED SCHOOL DISTRICT

Ethnic Breakdown of Reading Scores
Made by Sixth Graders, 1967-1972
(See Table 9)




Total Group Reading Scores Made by
Sixth Graders, 1967-1972



BERKELEY UNIFIED SCHOOL DISTRICT

TABLE 10

Two-year Longitudinal Comparison of READING scores made by students in spring 1971 and 1972 as FIRST and SECOND Graders. Expressed as Grade Equivalents by Ethnic Subgroups at the Upper Quartile ($Q_3$), Median (M), Lower Quartile ($Q_1$) and Mean ($\bar{X}$) Measuring Points with the Number of Students (N) for each group.

Norm: 1.8, 2.8
Test: CPT, 12A, 23A
Date: May '71, '72

| | GROUP 1 | | GROUP 2 | | GROUP 3 | | GROUP 4 | | TOTAL GROUP | |
|---|---|---|---|---|---|---|---|---|---|---|
| | 1st '71 | 2nd '72 | 1st '71 | 2nd '72 | 1st '71 | 2nd '72 | 1st '71 | 2nd '72 | 1st '71 | 2nd '72 |
| $Q_3$ | 3.4 | 4.5 | 2.2 | 3.4 | 3.7 | 4.4 | 2.1 | 3.5 | 2.8 | 4.1 |
| M | 2.5 | 4.0 | 1.8 | 2.7 | 2.5 | 3.7 | 1.8 | 3.0 | 2.1 | 3.3 |
| $Q_1$ | 1.9 | 3.1 | 1.5 | 2.1 | 2.0 | 3.0 | 1.6 | 2.5 | 1.7 | 2.4 |
| $\bar{X}$ | 2.3 | 3.7 | 1.9 | 2.7 | 2.4 | 3.5 | 1.9 | 3.0 | 2.1 | 3.2 |
| N | 533 | 528 | 497 | 489 | 69 | 66 | 48 | 36 | 1165 | 1140 |

CPT = Cooperative Primary Test

Research and Evaluation '72

BERKELEY UNIFIED SCHOOL DISTRICT

TABLE 11

Three-year Longitudinal Comparison of READING Scores made by students in spring 1970, 1971 and 1972 as FIRST, SECOND and THIRD graders. Expressed in Grade Equivalents by Ethnic Subgroups at the Upper Quartile ($Q_3$), Median (M), Lower Quartile ($Q_1$) and Mean ($\bar{X}$) Measuring Points, with the Number of Students (N) for each group.

Norm: 1.8, 2.8, 3.8
Test: CPT 12A, 23A, 23B
Date: May '70, '71, '72

| | GROUP 1 | | | GROUP 2 | | | GROUP 3 | | | GROUP 4 | | | TOTAL GROUP | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1st '70 | 2nd '71 | 3rd '72 | 1st '70 | 2nd '71 | 3rd '72 | 1st '70 | 2nd '71 | 3rd '72 | 1st '70 | 2nd '71 | 3rd '72 | 1st '70 | 2nd '71 | 3rd '72 |
| $Q_3$ | 3.1 | 4.5 | 4.9 | 1.9 | 3.1 | 4.2 | 3.5 | 4.4 | 4.8 | 1.9 | 3.0 | 4.2 | 2.7 | 4.1 | 4.7 |
| M | 2.3 | 3.8 | 4.5 | 1.7 | 2.5 | 3.6 | 2.5 | 3.6 | 4.4 | 1.8 | 2.3 | 3.7 | 1.9 | 3.2 | 4.2 |
| $Q_1$ | 1.8 | 3.0 | 4.2 | 1.3 | 1.9 | 2.8 | 1.9 | 3.0 | 4.1 | 1.5 | 2.0 | 3.0 | 1.5 | 2.3 | 3.5 |
| $\bar{X}$ | 2.2 | 3.6 | 4.4 | 1.8 | 2.6 | 3.4 | 2.3 | 3.6 | 4.3 | 1.8 | 2.5 | 3.5 | 2.0 | 3.2 | 4.0 |
| N | 618 | 612 | 602 | 495 | 455 | 442 | 64 | 61 | 57 | 41 | 35 | 35 | 1255 | 1202 | 1167 |

CPT = Cooperative Primary Test

BERKELEY UNIFIED SCHOOL DISTRICT

TABLE 12

Four-year Longitudinal Comparison of READING scores made by students in 1969 through 1972 as FIRST through FOURTH graders. Expressed in Grade Equivalents by Ethnic Subgroups at the Upper Quartile ($Q_3$), Median (M), Lower Quartile ($Q_1$) and Mean ($\bar{X}$) Measuring Points with the Number of Students (N) for each group.

Norm: 1.8-4.8
Test: SAT, '69-'71
CTBS, '72
Date: May '69-'72

| | GROUP 1 | | | | GROUP 2 | | | | GROUP 3 | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | SAT | | | CTBS* | SAT | | | CTBS* | SAT | | | CTBS* |
| Grade Year | 1st '69 | 2nd '70 | 3rd '71 | 4th '72 | 1st '69 | 2nd '70 | 3rd '71 | 4th '72 | 1st '69 | 2nd '70 | 3rd '71 | 4th '72 |
| $Q_3$ | 2.7 | 4.2 | 6.0 | 8.4 | 1.7 | 2.9 | 3.8 | 4.8 | 2.6 | 3.8 | 4.9 | 7.2 |
| M | 1.9 | 3.5 | 4.8 | 7.1 | 1.5 | 2.2 | 3.1 | 3.9 | 1.9 | 3.1 | 4.0 | 5.4 |
| $Q_1$ | 1.6 | 2.7 | 3.8 | 5.5 | 1.3 | 1.8 | 2.6 | 3.0 | 1.6 | 2.5 | 3.4 | 4.4 |
| $\bar{X}$ | 1.8 | 3.3 | 4.4 | 6.0 | 1.6 | 2.4 | 3.1 | 3.7 | 1.8 | 3.1 | 3.9 | 5.1 |
| N | 570 | 559 | 563 | 513 | 517 | 502 | 520 | 509 | 95 | 94 | 87 | 84 |

| | GROUP 4 | | | | TOTAL GROUP | | | |
|---|---|---|---|---|---|---|---|---|
| | SAT | | | CTBS* | SAT | | | CTBS* |
| Grade Year | 1st '69 | 2nd '70 | 3rd '71 | 4th '72 | 1st '69 | 2nd '70 | 3rd '71 | 4th '72 |
| $Q_3$ | 1.7 | 2.6 | 3.7 | 4.9 | 2.3 | 3.7 | 5.1 | 7.2 |
| M | 1.5 | 2.0 | 3.0 | 4.0 | 1.6 | 2.8 | 3.9 | 5.1 |
| $Q_1$ | 1.4 | 1.8 | 2.6 | 2.9 | 1.4 | 2.0 | 3.0 | 3.7 |
| $\bar{X}$ | 1.6 | 2.1 | 3.0 | 3.7 | 1.7 | 2.8 | 3.6 | 4.4 |
| N | 33 | 34 | 33 | 23 | 1259 | 1219 | 1231 | 1163 |

SAT = Stanford Achievement Test
CTBS = Comprehensive Test of Basic Skills

*SAT and CTBS scores are not comparable since these tests did not have a common norming group.

Research and Evaluation '72

BERKELEY UNIFIED SCHOOL DISTRICT

TABLE 13

Five-year Longitudinal Comparison of READING scores made by students in 1968 through 1972 as FIRST through FIFTH graders. Expressed in Grade Equivalents by Ethnic Subgroups at the Upper Quartile ($Q_3$), Median (M), Lower Quartile ($Q_1$) and Mean ($\bar{X}$) Measuring Points, with the Number of Students (N) for each group.

Norm: 1.8-5.8
Test: SAT, '68-'70
CTBS, '71-'72
Date: May '68-'72

| | GROUP 1 | | | | | GROUP 2 | | | | | GROUP 3 | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | SAT | | | CTBS* | | SAT | | | CTBS* | | SAT | | | CTBS* | |
| Grade Year | 1st '68 | 2nd '69 | 3rd '70 | 4th '71 | 5th '72 | 1st '68 | 2nd '69 | 3rd '70 | 4th '71 | 5th '72 | 1st '68 | 2nd '69 | 3rd '70 | 4th '71 | 5th '72 |
| $Q_3$ | 2.7 | 4.2 | 6.0 | 8.3 | 9.9 | 1.7 | 2.6 | 3.7 | 4.7 | 5.6 | 2.8 | 4.0 | 5.6 | 8.1 | 9.0 |
| M | 2.0 | 3.4 | 4.9 | 7.0 | 8.3 | 1.5 | 2.0 | 3.1 | 3.7 | 4.4 | 2.1 | 3.2 | 4.6 | 6.5 | 7.4 |
| $Q_1$ | 1.6 | 2.7 | 4.0 | 5.3 | 6.8 | 1.4 | 1.7 | 2.7 | 3.1 | 3.7 | 1.7 | 2.7 | 3.6 | 5.1 | 5.6 |
| $\bar{X}$ | 1.9 | 3.2 | 4.5 | 5.9 | 7.5 | 1.6 | 2.1 | 3.0 | 3.7 | 4.5 | 2.0 | 3.2 | 4.1 | 5.5 | 6.9 |
| N | 632 | 582 | 550 | 498 | 460 | 474 | 444 | 443 | 444 | 445 | 66 | 73 | 64 | 63 | 65 |

| | GROUP 4 | | | | | TOTAL GROUP | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | SAT | | | CTBS* | | SAT | | | CTBS* | |
| Grade Year | 1st '68 | 2nd '69 | 3rd '70 | 4th '71 | 5th '72 | 1st '68 | 2nd '69 | 3rd '70 | 4th '71 | 5th '72 |
| $Q_3$ | 1.9 | 3.1 | 4.0 | 5.8 | 6.6 | 2.4 | 3.7 | 5.1 | 7.3 | 8.5 |
| M | 1.6 | 2.6 | 3.3 | 4.8 | 3.9 | 1.7 | 2.8 | 3.9 | 5.2 | 6.3 |
| $Q_1$ | 1.4 | 2.0 | 2.5 | 3.4 | 2.9 | 1.5 | 1.9 | 3.0 | 3.8 | 4.3 |
| $\bar{X}$ | 1.6 | 2.6 | 3.1 | 4.2 | 4.2 | 1.7 | 2.8 | 3.7 | 4.5 | 5.8 |
| N | 18 | 24 | 28 | 27 | 26 | 1215 | 1155 | 1111 | 1054 | 1013 |

SAT = Stanford Achievement Test

CTBS = Comprehensive Test of Basic Skills

*SAT and CTBS scores are not comparable since these tests did not have a common norming group.

Research and Evaluation '72

BERKELEY UNIFIED SCHOOL DISTRICT

TABLE 14

Six-year Longitudinal Comparison of READING scores made by students in 1967 through 1972 as FIRST through SIXTH Graders. Expressed in Grade Equivalents by Ethnic Subgroups at the Upper Quartile ($Q_3$), Median (M), Lower Quartile ($Q_1$) and Mean ($\bar{X}$) Measuring Points with the Number of Students (N) for each group.

Test: SAT-'67-'69 / CTBS-'70-'72
Date: May '67-'72
Norm: 1.8-6.8

| | GROUP 1 | | | | | | GROUP 2 | | | | | | GROUP 3 | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | SAT | | | CTBS* | | | SAT | | | CTBS* | | | SAT | | | CTBS* | | |
| | 1st '67 | 2nd '68 | 3rd '69 | 4th '70 | 5th '71 | 6th '72 | 1st '67 | 2nd '68 | 3rd '69 | 4th '70 | 5th '71 | 6th '72 | 1st '67 | 2nd '68 | 3rd '69 | 4th '70 | 5th '71 | 6th '72 |
| $Q_3$ | 2.7 | 4.0 | 5.7 | 8.4 | 10.0 | 11.6 | 1.7 | 2.7 | 3.5 | 4.7 | 5.8 | 6.9 | 2.8 | 3.8 | 5.0 | 7.6 | 8.9 | 10.3 |
| M | 2.0 | 3.3 | 4.6 | 7.0 | 8.4 | 9.7 | 1.5 | 2.0 | 2.8 | 4.0 | 4.6 | 5.4 | 2.1 | 3.0 | 4.0 | 6.0 | 7.2 | 8.6 |
| $Q_1$ | 1.6 | 2.5 | 3.7 | 5.3 | 6.6 | 8.1 | 1.4 | 1.7 | 2.2 | 3.0 | 3.9 | 4.3 | 1.6 | 2.5 | 3.4 | 4.7 | 5.6 | 6.7 |
| $\bar{X}$ | 1.9 | 3.1 | 4.1 | 6.0 | 7.4 | 8.7 | 1.6 | 2.2 | 2.8 | 3.7 | 4.7 | 5.3 | 2.0 | 3.0 | 3.8 | 5.3 | 6.6 | 7.7 |
| N | 627 | 585 | 523 | 480 | 449 | 427 | 518 | 478 | 508 | 541 | 511 | 500 | 83 | 73 | 73 | 70 | 73 | 73 |

| | GROUP 4 | | | | | | TOTAL GROUP | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | SAT | | | CTBS* | | | SAT | | | CTBS* | | |
| | 1st '67 | 2nd '68 | 3rd '69 | 4th '70 | 5th '71 | 6th '72 | 1st '67 | 2nd '68 | 3rd '69 | 4th '70 | 5th '71 | 6th '72 |
| $Q_3$ | 1.8 | 2.3 | 3.4 | 4.1 | 6.0 | 8.2 | 2.4 | 3.5 | 4.7 | 7.1 | 8.4 | 9.7 |
| M | 1.5 | 2.0 | 2.7 | 3.5 | 4.9 | 6.1 | 1.7 | 2.7 | 3.6 | 4.9 | 6.0 | 7.3 |
| $Q_1$ | 1.4 | 1.8 | 2.0 | 2.7 | 4.2 | 4.6 | 1.5 | 1.9 | 2.7 | 3.7 | 4.4 | 5.2 |
| $\bar{X}$ | 1.6 | 2.1 | 2.7 | 3.4 | 4.8 | 5.7 | 1.8 | 2.7 | 3.4 | 5.4 | 5.8 | 6.6 |
| N | 22 | 19 | 22 | 30 | 28 | 13 | 1348 | 1184 | 1173 | 1157 | 1085 | 1038 |

SAT = Stanford Achievement Test

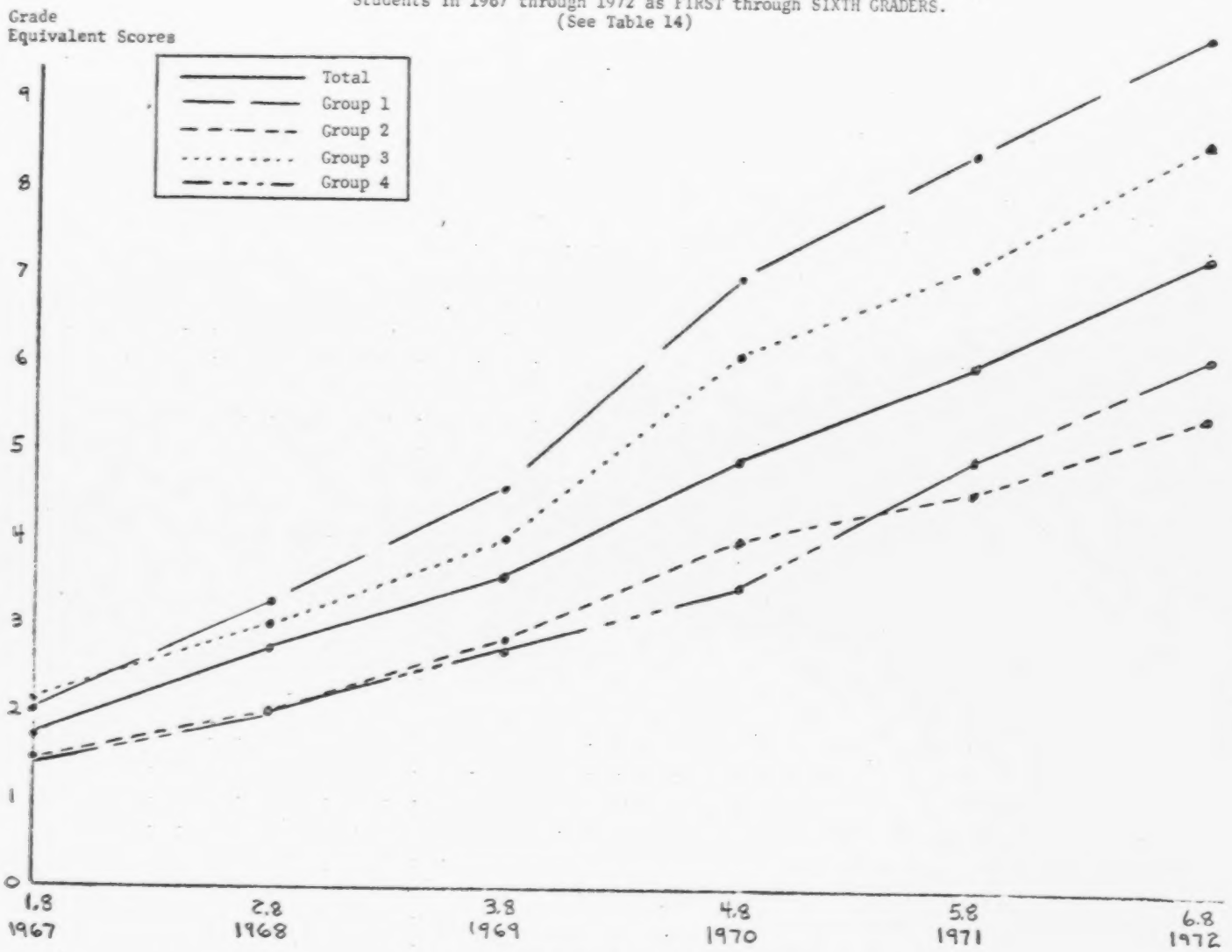
CTBS = Comprehensive Test of Basic Skills

*SAT and CTBS Scores are not comparable since these tests did not have a common norming group.

Research and Evaluation '72.

BERKELEY UNIFIED SCHOOL DISTRICT

Six-year Longitudinal Comparison of Median READING Scores made by Students in 1967 through 1972 as FIRST through SIXTH GRADERS.
(See Table 14)



BERKELEY UNIFIED SCHOOL DISTRICT

TABLE 15

Six-year Longitudinal Comparison of READING scores made by students in 1967 through 1972 as SECOND through SEVENTH graders. Expressed in Grade Equivalents by Ethnic subgroups at the Upper Quartile ($Q_3$), Median (M), Lower Quartile ($Q_1$) and Mean ($\bar{X}$) Measuring Points with the Number of Students (N) for each group.

Test: SAT, '67-'69
CTBS, '70-'72
Date: May '67-'72
Norm: 2.8-7.8

| | GROUP 1 | | | | | | GROUP 2 | | | | | | GROUP 3 | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | SAT | | | CTBS* | | | SAT | | | CTBS* | | | SAT | | | CTBS* | | |
| | 2nd '67 | 3rd '68 | 4th '69 | 5th '70 | 6th '71 | 7th '72 | 2nd '67 | 3rd '68 | 4th '69 | 5th '70 | 6th '71 | 7th '72 | 2nd '67 | 3rd '68 | 4th '69 | 5th '70 | 6th '71 | 7th '72 |
| $Q_3$ | 4.2 | 5.3 | 6.7 | 9.1 | 11.2 | 12.3 | 2.7 | 3.3 | 3.9 | 5.4 | 6.5 | 6.7 | 3.9 | 5.1 | 6.2 | 8.7 | 10.2 | 11.1 |
| M | 3.4 | 4.4 | 5.6 | 7.7 | 9.4 | 10.2 | 2.0 | 2.7 | 3.2 | 4.4 | 5.1 | 5.3 | 3.1 | 4.1 | 5.5 | 6.9 | 8.4 | 9.0 |
| $Q_1$ | 2.7 | 3.6 | 4.3 | 6.3 | 7.5 | 8.5 | 1.8 | 2.0 | 2.9 | 3.4 | 4.1 | 4.0 | 2.6 | 3.5 | 4.2 | 5.3 | 6.5 | 7.2 |
| $\bar{X}$ | 3.2 | 4.0 | 5.3 | 6.9 | 8.4 | 9.4 | 2.2 | 2.7 | 3.5 | 4.4 | 5.1 | 5.5 | 3.1 | 3.9 | 5.2 | 6.3 | 7.5 | 8.6 |
| N | 550 | 548 | 447 | 473 | 531 | 417 | 429 | 414 | 352 | 452 | 444 | 410 | 91 | 79 | 79 | 78 | 78 | 73 |

| | GROUP 4 | | | | | | TOTAL GROUP | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | SAT | | | CTBS* | | | SAT | | | CTBS* | | |
| | 2nd '67 | 3rd '68 | 4th '69 | 5th '70 | 6th '71 | 7th '72 | 2nd '67 | 3rd '68 | 4th '69 | 5th '70 | 6th '71 | 7th '72 |
| $Q_3$ | 3.6 | 4.1 | 5.7 | 7.3 | 9.2 | 10.1 | 3.7 | 4.7 | 6.0 | 8.1 | 9.6 | 10.5 |
| M | 2.7 | 3.4 | 3.6 | 5.7 | 5.8 | 6.7 | 2.8 | 3.6 | 4.3 | 6.0 | 7.0 | 7.6 |
| $Q_1$ | 2.0 | 2.5 | 3.1 | 4.1 | 4.3 | 4.1 | 2.0 | 2.7 | 3.3 | 4.3 | 5.0 | 5.2 |
| $\bar{X}$ | 2.8 | 3.1 | 4.0 | 5.2 | 5.7 | 6.8 | 2.8 | 3.4 | 4.5 | 5.4 | 6.5 | 7.3 |
| N | 19 | 20 | 18 | 25 | 27 | 16 | 1161 | 1080 | 922 | 1043 | 998 | 933 |

SAT = Stanford Achievement Test
CTBS = Comprehensive Test of Basic Skills

*SAT and CTBS Scores are not comparable since these tests did not have a common norming group.

Research and Evaluation '72

BERKELEY UNIFIED SCHOOL DISTRICT

TABLE 16

Six-year Longitudinal Comparison of READING scores made by students in 1967 through 1972 as THIRD through EIGHTH graders. Expressed in Grade Equivalents by Ethnic Subgroups at the Upper Quartile ($Q_3$), Median (M), Lower Quartile ($Q_1$) and Mean ($\bar{X}$) Measuring Points with the Number of Students (N) for each group.

Test: SAT, '67-'69
CTBS, '70-'72
Date: May '67-'72
Norm: 3.8-8.8

| | GROUP 1 | | | | | | GROUP 2 | | | | | | GROUP 3 | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | SAT | | | CTBS* | | | SAT | | | CTBS* | | | SAT | | | CTBS* | | |
| | 3rd '67 | 4th '68 | 5th '69 | 6th '70 | 7th '71 | 8th '72 | 3rd '67 | 4th '68 | 5th '69 | 6th '70 | 7th '71 | 8th '72 | 3rd '67 | 4th '68 | 5th '69 | 6th '70 | 7th '71 | 8th '72 |
| $Q_3$ | 5.7 | 7.1 | 8.2 | 10.9 | 12.7 | 12.9 | 3.5 | 4.2 | 4.9 | 6.6 | 7.0 | 7.7 | 5.5 | 7.0 | 7.8 | 10.4 | 11.7 | 12.9 |
| M | 4.6 | 6.0 | 7.0 | 9.3 | 10.3 | 12.2 | 2.8 | 3.4 | 4.2 | 5.1 | 4.9 | 5.9 | 4.5 | 5.9 | 6.8 | 8.8 | 9.9 | 11.0 |
| $Q_1$ | 3.7 | 4.7 | 5.5 | 7.4 | 8.7 | 9.8 | 2.1 | 3.0 | 3.5 | 4.1 | 3.8 | 4.4 | 3.8 | 4.5 | 5.5 | 7.1 | 8.0 | 9.2 |
| $\bar{X}$ | 4.2 | 5.7 | 6.7 | 8.0 | 9.6 | 10.8 | 2.8 | 3.7 | 4.4 | 5.1 | 5.5 | 6.1 | 4.0 | 5.4 | 6.6 | 7.7 | 9.4 | 9.9 |
| N | 564 | 528 | 419 | 442 | 366 | 338 | 424 | 411 | 357 | 455 | 410 | 407 | 92 | 86 | 78 | 81 | 75 | 74 |

| | GROUP 4 | | | | | | TOTAL GROUP | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | SAT | | | CTBS* | | | SAT | | | CTBS* | | |
| | 3rd '67 | 4th '68 | 5th '69 | 6th '70 | 7th '71 | 8th '72 | 3rd '67 | 4th '68 | 5th '69 | 6th '70 | 7th '71 | 8th '72 |
| $Q_3$ | 4.0 | 4.7 | 6.2 | 8.2 | 8.9 | 10.7 | 5.0 | 6.3 | 7.3 | 9.5 | 10.6 | 12.2 |
| M | 3.1 | 3.7 | 4.4 | 6.0 | 7.5 | 7.9 | 3.8 | 4.7 | 5.5 | 7.1 | 7.9 | 8.7 |
| $Q_1$ | 2.5 | 3.1 | 3.8 | 4.1 | 4.9 | 5.5 | 2.8 | 3.3 | 4.1 | 4.8 | 4.9 | 5.7 |
| $\bar{X}$ | 3.0 | 3.9 | 4.8 | 5.7 | 7.0 | 7.6 | 3.5 | 4.8 | 5.6 | 6.4 | 7.3 | 7.9 |
| N | 18 | 22 | 21 | 31 | 26 | 19 | 1183 | 1071 | 892 | 1021 | 895 | 853 |

SAT = Stanford Achievement Test
CTBS = Comprehensive Test of Basic Skills

*SAT and CTBS Scores are not comparable since these tests did not have a common norming group.

Research and Evaluation '72

BERKELEY UNIFIED SCHOOL DISTRICT

TABLE 17

Six-year Longitudinal Comparison of READING scores made by students in 1967 through 1972 as FOURTH through NINTH graders. Expressed in Grade Equivalents by Ethnic Subgroups at the Upper Quartile ($Q_3$), Median (M), Lower Quartile ($Q_1$) and Mean ($\bar{X}$) Measuring Points with the Number of Students (N) for each group.

Test: SAT, '67-'69
CTBS, '70-'72
Date: May '67-'72
Norm: 4.8-9.8

| | GROUP 1 | | | | | | GROUP 2 | | | | | | GROUP 3 | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | SAT | | | CTBS* | | | SAT | | | CTBS* | | | SAT | | | CTBS* | | |
| | 4th '67 | 5th '68 | 6th '69 | 7th '70 | 8th '71 | 9th '72 | 4th '67 | 5th '68 | 6th '69 | 7th '70 | 8th '71 | 9th '72 | 4th '67 | 5th '68 | 6th '69 | 7th '70 | 8th '71 | 9th '72 |
| $Q_3$ | 7.0 | 8.4 | 9.9 | 12.6 | 12.9 | 13.6 | 4.2 | 4.9 | 5.8 | 6.6 | 7.4 | 8.9 | 6.7 | 7.6 | 8.7 | 10.8 | 12.9 | 13.2 |
| M | 5.8 | 7.2 | 8.3 | 10.4 | 12.3 | 13.6 | 3.3 | 4.2 | 4.6 | 4.6 | 5.5 | 6.3 | 5.4 | 6.5 | 7.3 | 8.7 | 10.3 | 10.8 |
| $Q_1$ | 4.6 | 5.7 | 6.9 | 8.6 | 9.9 | 10.9 | 2.8 | 3.5 | 3.9 | 3.4 | 4.1 | 4.9 | 4.4 | 5.5 | 6.2 | 7.1 | 8.1 | 8.8 |
| $\bar{X}$ | 5.5 | 6.9 | 7.7 | 9.6 | 10.9 | 12.2 | 3.6 | 4.3 | 4.9 | 5.2 | 5.9 | 6.8 | 5.3 | 6.5 | 7.1 | 8.3 | 9.5 | 10.5 |
| N | 503 | 457 | 403 | 375 | 372 | 358 | 432 | 401 | 367 | 368 | 376 | 389 | 99 | 84 | 85 | 87 | 88 | 91 |

| | GROUP 4 | | | | | | TOTAL GROUP | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | SAT | | | CTBS* | | | SAT | | | CTBS* | | |
| | 4th '67 | 5th '68 | 6th '69 | 7th '70 | 8th '71 | 9th '72 | 4th '67 | 5th '68 | 6th '69 | 7th '70 | 8th '71 | 9th '72 |
| $Q_3$ | 6.0 | 6.7 | 7.4 | 8.9 | 10.7 | 11.9 | 6.1 | 7.5 | 8.5 | 10.6 | 12.4 | 13.6 |
| M | 4.2 | 5.3 | 5.5 | 6.0 | 8.5 | 10.6 | 4.6 | 5.5 | 6.6 | 7.7 | 9.0 | 10.0 |
| $Q_1$ | 3.0 | 4.0 | 3.7 | 4.0 | 4.9 | 6.3 | 3.2 | 4.1 | 4.6 | 4.6 | 5.6 | 6.3 |
| $\bar{X}$ | 4.3 | 5.4 | 5.7 | 6.5 | 7.2 | 9.2 | 4.6 | 5.7 | 6.3 | 7.2 | 8.0 | 9.3 |
| N | 27 | 22 | 21 | 27 | 27 | 26 | 1134 | 976 | 899 | 868 | 876 | 876 |

SAT = Stanford Achievement Test
CTBS = Comprehensive Test of Basic Skills

*SAT and CTBS Scores are not comparable since these tests did not have a common norming group.

Research and Evaluation '72

BERKELEY UNIFIED SCHOOL DISTRICT

TABLE 18

Comparison of READING Scores made by TWELFTH GRADERS in October 1969* through October 1971. Expressed in National Percentiles by Ethnic Subgroups at the Upper Quartile ($Q_3$), Median (M), Lower Quartile ($Q_1$) and Mean ($\bar{X}$) Measuring Points, with the Number of Students (N) for each group.

NORM: 50%ile
TEST: ITED
DATE: Oct. 1969-71

| | GROUP 1 | | | GROUP 2 | | | GROUP 3 | | | GROUP 4 | | | TOTAL GROUP | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | '69 | '70 | '71 | '69 | '70 | '71 | '69 | '70 | '71 | '69 | '70 | '71 | '69 | '70 | '71 |
| $Q_3$ | | 90 | 90 | | 34 | 42 | | 75 | 78 | | 48 | 53 | 81 | 75 | 77 |
| M | | 63 | 71 | | 15 | 18 | | 55 | 58 | | 24 | 29 | 49 | 47 | 48 |
| $Q_1$ | | 46 | 48 | | 6 | 6 | | 30 | 36 | | 12 | 14 | 18 | 13 | 16 |
| $\bar{X}$ | | 66 | 69 | | 19 | 25 | | 58 | 58 | | 41 | 43 | 49 | 53 | 53 |
| N | | 351 | 341 | | 274 | 297 | | 91 | 87 | | 13 | 23 | 862 | 737 | 759 |

ITED = Iowa Tests of Educational Development

*Ethnic Subgroup Scores not available for 1969.

Research and Evaluation 1972

BERKELEY UNIFIED SCHOOL DISTRICT

TABLE 19

Comparison of READING Scores made by FIRST through ELEVENTH GRADERS, May 1972. Expressed in Grade Equivalents by Ethnic Subgroups at the Upper Quartile ($Q_3$), Median (M), Lower Quartile ($Q_1$) and Mean ($\bar{X}$) Measuring Points, with the Number of Students (N) for each group.

DISTRICT SUMMARY
MAY 1972
GRADE: 1 - 11
NORMS: 1.8-11.8

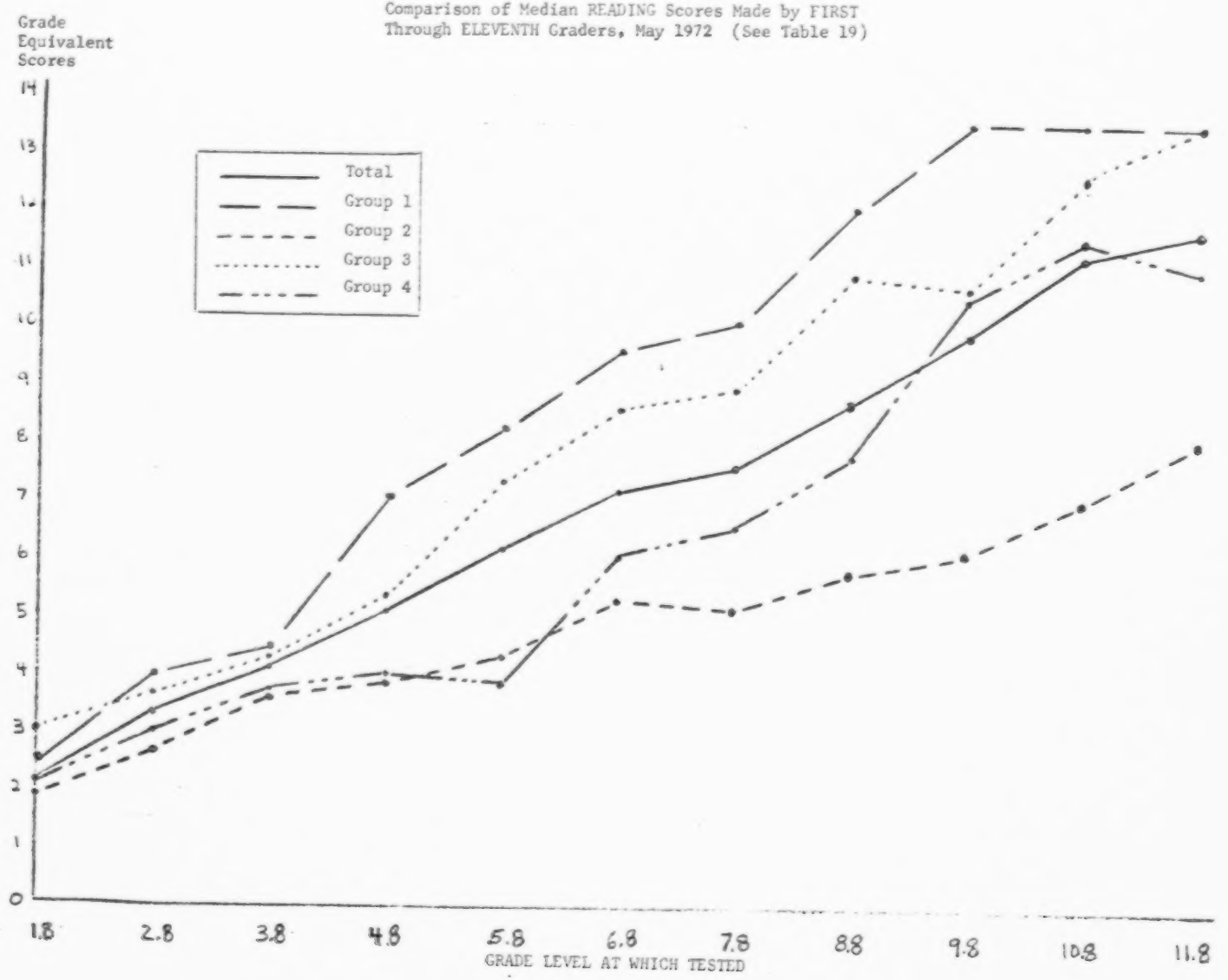
| | | GROUP 1 | | | | | GROUP 2 | | | | | GROUP 3 | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| GRADE | TEST | $Q_3$ | M | $Q_1$ | $\bar{X}$ | N | $Q_3$ | M | $Q_1$ | $\bar{X}$ | N | $Q_3$ | M | $Q_1$ | $\bar{X}$ | N |
| 1 | CPT 12 A | 3.2 | 2.5 | 1.9 | 2.3 | 516 | 2.3 | 1.9 | 1.6 | 1.9 | 508 | 3.8 | 3.0 | 2.3 | 2.7 | 44 |
| 2 | CPT 23 A | 4.5 | 4.0 | 3.1 | 3.7 | 528 | 3.4 | 2.7 | 2.1 | 2.7 | 489 | 4.4 | 3.7 | 3.0 | 3.5 | 66 |
| 3 | CPT 23 B | 4.9 | 4.5 | 4.2 | 4.4 | 602 | 4.2 | 3.6 | 2.8 | 3.4 | 442 | 4.8 | 4.4 | 4.1 | 4.3 | 57 |
| 4 | CTBS R 1 | 8.4 | 7.1 | 5.5 | 6.0 | 513 | 4.8 | 3.9 | 3.0 | 3.7 | 509 | 7.2 | 5.4 | 4.4 | 5.1 | 84 |
| 5 | CTBS R 2 | 9.9 | 8.3 | 6.8 | 7.5 | 460 | 5.6 | 4.4 | 3.7 | 4.5 | 445 | 9.0 | 7.4 | 5.6 | 6.9 | 65 |
| 6 | CTBS R 2 | 11.6 | 9.7 | 8.1 | 8.7 | 427 | 6.9 | 5.4 | 4.3 | 5.3 | 500 | 10.3 | 8.6 | 6.7 | 7.7 | 73 |
| 7 | CTBS R 3 | 12.3 | 10.2 | 8.5 | 9.4 | 417 | 6.7 | 5.3 | 4.0 | 5.5 | 410 | 11.1 | 9.0 | 7.2 | 8.6 | 73 |
| 8 | CTBS R 3 | 12.9 | 12.2 | 9.8 | 10.8 | 338 | 7.8 | 5.9 | 4.4 | 6.1 | 407 | 12.9 | 11.0 | 9.2 | 9.9 | 74 |
| 9 | CTBS R 4 | 13.6 | 13.6 | 10.9 | 12.2 | 358 | 8.9 | 6.3 | 4.9 | 6.8 | 389 | 13.2 | 10.8 | 8.8 | 10.5 | 91 |
| 10 | CTBS R 4 | 13.6 | 13.6 | 12.2 | 13.0 | 390 | 9.8 | 7.1 | 4.7 | 7.2 | 355 | 13.6 | 12.7 | 10.3 | 11.8 | 71 |
| 11 | CTBS R 4 | 13.6 | 13.6 | 12.3 | 13.3 | 336 | 10.9 | 8.2 | 5.8 | 8.2 | 316 | 13.6 | 13.6 | 11.1 | 11.3 | 64 |

| | | GROUP 4 | | | | | TOTAL GROUP | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| GRADE | TEST | $Q_3$ | M | $Q_1$ | $\bar{X}$ | N | $Q_3$ | M | $Q_1$ | $\bar{X}$ | N |
| 1 | CPT 12 A | 2.9 | 2.1 | 1.7 | 2.1 | 27 | 2.7 | 2.1 | 1.8 | 2.1 | 1120 |
| 2 | CPT 23 A | 3.5 | 3.0 | 2.5 | 3.0 | 36 | 4.1 | 3.3 | 2.4 | 3.2 | 1140 |
| 3 | CPT 23 B | 4.2 | 3.7 | 3.0 | 3.5 | 35 | 4.7 | 4.2 | 3.5 | 4.0 | 1167 |
| 4 | CTBS R 1 | 4.9 | 4.0 | 2.9 | 3.7 | 23 | 7.2 | 5.1 | 3.7 | 4.4 | 1163 |
| 5 | CTBS R 2 | 6.6 | 3.9 | 2.9 | 4.2 | 26 | 8.5 | 6.3 | 4.3 | 5.8 | 1013 |
| 6 | CTBS R 2 | 8.2 | 6.1 | 4.6 | 5.7 | 13 | 9.7 | 7.3 | 5.2 | 6.6 | 1038 |
| 7 | CTBS R 3 | 10.1 | 6.7 | 4.1 | 6.8 | 16 | 10.5 | 7.6 | 5.2 | 7.3 | 933 |
| 8 | CTBS R 3 | 10.7 | 7.9 | 5.5 | 7.6 | 19 | 12.2 | 8.7 | 5.7 | 7.9 | 853 |
| 9 | CTBS R 4 | 11.9 | 10.6 | 6.3 | 9.2 | 26 | 13.6 | 10.0 | 6.3 | 9.3 | 876 |
| 10 | CTBS R 4 | 13.6 | 11.6 | 8.3 | 10.5 | 24 | 13.6 | 11.4 | 7.1 | 10.1 | 857 |
| 11 | CTBS R 4 | 13.6 | 11.1 | 6.7 | 9.6 | 28 | 13.6 | 11.8 | 7.4 | 10.4 | 758 |

CPT = Cooperative Primary Test
CTBS = Comprehensive Tests of Basic Skills

BERKELEY UNIFIED SCHOOL DISTRICT

Comparison of Median READING Scores Made by FIRST Through ELEVENTH Graders, May 1972 (See Table 19)



BERKELEY UNIFIED SCHOOL DISTRICT

TABLE 20

Comparison of LANGUAGE SCORES made by FOURTH GRADERS in Three Years, 1970 through 1972. Expressed in Grade Equivalents by Ethnic Subgroups at the Upper Quartile ($Q_3$), Median (M), Lower Quartile ($Q_1$) and Mean ($\bar{X}$) Measuring Points, with the Number of Students (N) for each group.

NORM: 4.8
TEST: CTBS - R1
DATE: May 1970-72

| | GROUP 1 | | | GROUP 2 | | | GROUP 3 | | | GROUP 4 | | | TOTAL GROUP | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | '70 | '71 | '72 | '70 | '71 | '72 | '70 | '71 | '72 | '70 | '71 | '72 | '70 | '71 | '72 |
| $Q_3$ | 7.3 | 7.5 | 7.4 | 4.8 | 4.9 | 4.8 | 7.3 | 8.5 | 7.3 | 4.2 | 5.4 | 5.0 | 6.3 | 6.8 | 6.6 |
| M | 5.9 | 6.4 | 6.1 | 3.7 | 3.8 | 3.6 | 5.7 | 6.9 | 5.7 | 3.4 | 4.5 | 3.7 | 4.7 | 5.1 | 4.8 |
| $Q_1$ | 4.6 | 4.8 | 4.7 | 3.0 | 3.2 | 3.0 | 4.6 | 5.4 | 4.5 | 3.1 | 3.8 | 3.0 | 3.5 | 3.6 | 3.5 |
| $\bar{X}$ | 5.3 | 5.6 | 5.4 | 3.6 | 3.6 | 3.5 | 5.4 | 6.1 | 5.3 | 3.4 | 4.1 | 3.5 | 4.2 | 4.5 | 4.2 |
| N | 468 | 494 | 513 | 530 | 440 | 508 | 70 | 63 | 84 | 25 | 27 | 23 | 1128 | 1046 | 1162 |

CTBS = Comprehensive Tests of Basic Skills

Research and Evaluation '72

BERKELEY UNIFIED SCHOOL DISTRICT

TABLE 21

Comparison of LANGUAGE SCORES made by FIFTH GRADERS in Three Years, 1970 through 1972. Expressed in Grade Equivalents by Ethnic Subgroups at the Upper Quartile ($Q_3$), Median (M), Lower Quartile ($Q_1$) and Mean ($\bar{X}$) Measuring Points, with the Number of Students (N) for each group.

NORM: 5.8
TEST: CTBS - R2
DATE: May 1970-72

| | GROUP 1 | | | GROUP 2 | | | GROUP 3 | | | GROUP 4 | | | TOTAL GROUP | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | '70 | '71 | '72 | '70 | '71 | '72 | '70 | '71 | '72 | '70 | '71 | '72 | '70 | '71 | '72 |
| $Q_3$ | 8.9 | 9.5 | 9.6 | 5.5 | 5.6 | 5.7 | 9.4 | 8.7 | 9.9 | 7.3 | 5.3 | 6.1 | 7.6 | 7.5 | 8.1 |
| M | 7.1 | 7.2 | 7.6 | 4.2 | 4.7 | 4.6 | 7.2 | 7.3 | 8.2 | 6.4 | 4.3 | 5.3 | 5.8 | 5.6 | 5.9 |
| $Q_1$ | 5.8 | 5.6 | 5.8 | 3.4 | 3.5 | 3.5 | 5.7 | 6.0 | 6.4 | 3.9 | 3.5 | 3.9 | 4.1 | 4.2 | 4.4 |
| $\bar{X}$ | 6.6 | 6.6 | 6.8 | 4.3 | 4.6 | 4.6 | 6.8 | 6.6 | 7.2 | 5.4 | 4.5 | 5.0 | 5.3 | 5.4 | 5.5 |
| N | 442 | 445 | 460 | 422 | 508 | 445 | 73 | 72 | 65 | 23 | 28 | 26 | 971 | 1077 | 1013 |

CTBS = Comprehensive Tests of Basic Skills

BERKELEY UNIFIED SCHOOL DISTRICT

TABLE 22

Comparison of LANGUAGE SCORES made by SIXTH GRADERS in Three Years, 1970 through 1972. Expressed in Grade Equivalents by Ethnic Subgroups at the Upper Quartile ($Q_3$), Median (M), Lower Quartile ($Q_1$) and Mean ($\bar{X}$) Measuring Points, with the Number of Students (N) for each group.

NORM: 6.8
TEST: CTBS - R2
DATE: May 1970-72

| | GROUP 1 | | | GROUP 2 | | | GROUP 3 | | | GROUP 4 | | | TOTAL GROUP | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | '70 | '71 | '72 | '70 | '71 | '72 | '70 | '71 | '72 | '70 | '71 | '72 | '70 | '71 | '72 |
| $Q_3$ | 10.3 | 10.5 | 11.1 | 6.4 | 6.5 | 6.7 | 10.6 | 10.3 | 10.4 | 7.5 | 7.2 | 8.2 | 9.0 | 9.2 | 9.1 |
| M | 8.3 | 8.7 | 8.8 | 5.2 | 5.2 | 5.3 | 8.7 | 8.9 | 8.5 | 6.0 | 5.8 | 5.5 | 6.6 | 6.7 | 6.7 |
| $Q_1$ | 6.3 | 6.7 | 6.7 | 3.9 | 4.0 | 4.2 | 7.0 | 6.9 | 6.6 | 4.8 | 4.4 | 4.0 | 4.9 | 5.0 | 5.0 |
| $\bar{X}$ | 7.3 | 7.7 | 7.6 | 5.0 | 5.0 | 5.2 | 7.8 | 7.9 | 7.6 | 5.6 | 5.4 | 5.2 | 6.0 | 6.1 | 6.1 |
| N | 438 | 429 | 427 | 455 | 436 | 500 | 81 | 79 | 73 | 31 | 27 | 13 | 1017 | 989 | 1038 |

CTBS = Comprehensive Tests of Basic Skills

BERKELEY UNIFIED SCHOOL DISTRICT

TABLE 23

Three-year Longitudinal Comparison of LANGUAGE SCORES made by students in Spring 1970, 1971 and 1972 as FOURTH, FIFTH and SIXTH GRADERS. Expressed in Grade Equivalents by Ethnic Subgroups at the Upper Quartile ($Q_3$), Median (M), Lower Quartile ($Q_1$) and Mean ($\bar{X}$) Measuring Points, with the Number of Students (N) for each group.

NORM: 4.8-6.8
TEST: CTBS - R1, R2
DATE: May 1970-1972

| | GROUP 1 | | | GROUP 2 | | | GROUP 3 | | | GROUP 4 | | | TOTAL GROUP | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 4th '70 | 5th '71 | 6th '72 | 4th '70 | 5th '71 | 6th '72 | 4th '70 | 5th '71 | 6th '72 | 4th '70 | 5th '71 | 6th '72 | 4th '70 | 5th '71 | 6th '72 |
| $Q_3$ | 7.3 | 9.5 | 11.1 | 4.8 | 5.6 | 6.7 | 7.3 | 8.7 | 10.4 | 4.2 | 5.3 | 8.2 | 6.3 | 7.5 | 9.1 |
| M | 5.9 | 7.2 | 8.8 | 3.7 | 4.7 | 5.3 | 5.7 | 7.3 | 8.5 | 3.4 | 4.3 | 5.5 | 4.7 | 5.6 | 6.7 |
| $Q_1$ | 4.6 | 5.6 | 6.7 | 3.0 | 3.5 | 4.2 | 4.6 | 6.0 | 6.6 | 3.1 | 3.5 | 4.0 | 3.5 | 4.2 | 5.0 |
| $\bar{X}$ | 5.3 | 6.6 | 7.6 | 3.6 | 4.6 | 5.2 | 5.4 | 6.6 | 7.6 | 3.4 | 4.5 | 5.2 | 4.2 | 5.4 | 6.1 |
| N | 468 | 445 | 427 | 530 | 508 | 500 | 70 | 72 | 73 | 25 | 28 | 13 | 1128 | 1077 | 1038 |

CTBS = Comprehensive Tests of Basic Skills

Form R, Level 1 = Fourth Graders
Form R, Level 2 = Fifth & Sixth Graders

Research and Evaluation, 1972

BERKELEY UNIFIED SCHOOL DISTRICT

TABLE 24

Three-year Longitudinal Comparison of LANGUAGE SCORES made by students in Spring 1970, 1971 and 1972 as FIFTH, SIXTH and SEVENTH GRADERS. Expressed in Grade Equivalents by Ethnic Subgroups at the Upper Quartile ($Q_3$), Median (M), Lower Quartile ($Q_1$) and Mean ($\bar{X}$) Measuring Points, with the Number of Students (N) for each group.

NORM: 5.8-7.8
TEST: CTBS - R2, R3
DATE: May 1970-1972

| | GROUP 1 | | | GROUP 2 | | | GROUP 3 | | | GROUP 4 | | | TOTAL GROUP | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 5th '70 | 6th '71 | 7th '72 | 5th '70 | 6th '71 | 7th '72 | 5th '70 | 6th '71 | 7th '72 | 5th '70 | 6th '71 | 7th '72 | 5th '70 | 6th '71 | 7th '72 |
| $Q_3$ | 8.9 | 10.5 | 11.1 | 5.5 | 6.5 | 6.6 | 9.4 | 10.3 | 11.5 | 7.3 | 7.2 | 8.5 | 7.6 | 9.2 | 9.9 |
| M | 7.1 | 8.7 | 9.4 | 4.2 | 5.2 | 4.9 | 7.2 | 8.9 | 9.9 | 6.4 | 5.8 | 7.0 | 5.8 | 6.7 | 7.3 |
| $Q_1$ | 5.8 | 6.7 | 7.3 | 3.4 | 4.0 | 3.6 | 5.7 | 6.9 | 7.6 | 3.9 | 4.4 | 4.3 | 4.1 | 5.0 | 4.8 |
| $\bar{X}$ | 6.6 | 7.7 | 8.8 | 4.3 | 5.0 | 5.0 | 6.8 | 7.9 | 9.2 | 5.4 | 5.4 | 6.2 | 5.3 | 6.1 | 6.8 |
| N | 442 | 429 | 419 | 422 | 436 | 413 | 73 | 79 | 73 | 23 | 27 | 16 | 971 | 989 | 938 |

CTBS = Comprehensive Tests of Basic Skills

Form R, Level 2 = Fifth & Sixth Graders
Form R, Level 3 = Seventh Graders

Research and Evaluation, 1972

BERKELEY UNIFIED SCHOOL DISTRICT

TABLE 25

Three-year Longitudinal Comparison of LANGUAGE SCORES made by students in Spring 1970, 1971 and 1972 as SIXTH, SEVENTH and EIGHTH GRADERS. Expressed in Grade Equivalents by Ethnic Subgroups at the Upper Quartile ($Q_3$), Median (M), Lower Quartile ($Q_1$) and Mean ($\bar{X}$) Measuring Points, with the Number of Students (N) for each group.

NORM: 6.8-8.8
TEST: CTBS - R2, R3
DATE: May 1970-1972

| | GROUP 1 | | | GROUP 2 | | | GROUP 3 | | | GROUP 4 | | | TOTAL GROUP | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 6th '70 | 7th '71 | 8th '72 | 6th '70 | 7th '71 | 8th '72 | 6th '70 | 7th '71 | 8th '72 | 6th '70 | 7th '71 | 8th '72 | 6th '70 | 7th '71 | 8th '72 |
| $Q_3$ | 10.3 | 11.7 | 12.8 | 6.4 | 7.2 | 7.5 | 10.6 | 12.8 | 12.9 | 7.5 | 9.5 | 10.6 | 9.0 | 10.2 | 10.8 |
| M | 8.3 | 9.5 | 10.3 | 5.2 | 5.2 | 5.5 | 8.7 | 10.8 | 11.1 | 6.0 | 7.5 | 7.9 | 6.6 | 7.5 | 7.9 |
| $Q_1$ | 6.3 | 7.3 | 8.1 | 3.9 | 3.8 | 4.1 | 7.0 | 9.1 | 9.2 | 4.8 | 4.9 | 6.6 | 4.9 | 5.0 | 5.1 |
| $\bar{X}$ | 7.3 | 9.0 | 9.6 | 5.0 | 5.3 | 5.5 | 7.8 | 10.2 | 10.6 | 5.6 | 6.9 | 7.8 | 6.0 | 7.0 | 7.4 |
| N | 438 | 363 | 339 | 455 | 395 | 405 | 81 | 75 | 74 | 31 | 23 | 19 | 1017 | 874 | 852 |

CTBS = Comprehensive Tests of Basic Skills

Form R, Level 2 = Sixth Graders
Form R, Level 3 = Seventh & Eighth Graders

Research and Evaluation, 1972

BERKELEY UNIFIED SCHOOL DISTRICT

TABLE 26

Three-year Longitudinal Comparison of LANGUAGE SCORES made by students in Spring 1970, 1971 and 1972 as SEVENTH, EIGHTH and NINTH GRADERS. Expressed in Grade Equivalents by Ethnic Subgroups at the Upper Quartile ($Q_3$), Median (M), Lower Quartile ($Q_1$) and Mean ($\bar{X}$) Measuring Points, with the Number of Students (N) for each group.

NORM: 7.8-9.8
TEST: CTBS - R3, [illegible]
DATE: May 1970-197[illegible]

| | GROUP 1 | | | GROUP 2 | | | GROUP 3 | | | GROUP 4 | | | TOTAL GROUP | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 7th '70 | 8th '71 | 9th '72 | 7th '70 | 8th '71 | 9th '72 | 7th '70 | 8th '71 | 9th '72 | 7th '70 | 8th '71 | 9th '72 | 7th '70 | 8th '71 | 9th '72 |
| $Q_3$ | 11.3 | 12.6 | 13.6 | 6.7 | 7.6 | 8.4 | 11.4 | 12.7 | 13.6 | 8.1 | 9.7 | 11.5 | 10.0 | 10.7 | 12.3 |
| M | 9.6 | 10.0 | 11.5 | 5.0 | 5.4 | 6.3 | 10.0 | 10.0 | 11.5 | 5.7 | 6.9 | 9.3 | 7.5 | 8.3 | 9.3 |
| $Q_1$ | 7.8 | 8.4 | 9.8 | 3.6 | 4.0 | 4.5 | 7.1 | 8.6 | 9.3 | 4.3 | 4.4 | 5.6 | 4.9 | 5.4 | 6.1 |
| $\bar{X}$ | 9.2 | 9.8 | 11.0 | 5.1 | 5.5 | 6.2 | 8.9 | 9.9 | 10.7 | 5.7 | 6.6 | 7.8 | 6.9 | 7.5 | 8.4 |
| N | 217 | 370 | 358 | 231 | 364 | 380 | 62 | 88 | 91 | 18 | 27 | 26 | 534 | 862 | 867 |

CTBS = Comprehensive Tests of Basic Skills

Form R, Level 3 = Seventh & Eighth Graders
Form R, Level 4 = Ninth Graders

Research and Evaluation, 1972

BERKELEY UNIFIED SCHOOL DISTRICT

TABLE 27

Comparison of LANGUAGE Scores made by TWELFTH GRADERS in October 1969* through October 1971. Expressed in National Percentiles by Ethnic Subgroups at the Upper Quartile ($Q_3$), Median (M), Lower Quartile ($Q_1$) and Mean ($\bar{X}$) Measuring Points, with the Number of Students (N) for each group.

NORM: 50%ile
TEST: ITED
DATE: Oct. 1969-71

| | GROUP 1 | | | GROUP 2 | | | GROUP 3 | | | GROUP 4 | | | TOTAL GROUP | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | '69 | '70 | '71 | '69 | '70 | '71 | '69 | '70 | '71 | '69 | '70 | '71 | '69 | '70 | '71 |
| $Q_3$ | | 88 | 54 | | 40 | 22 | | 83 | 47 | | 47 | 33 | 81 | 75 | 47 |
| M | | 67 | 40 | | 25 | 10 | | 61 | 27 | | 33 | 14 | 50 | 47 | 27 |
| $Q_1$ | | 46 | 27 | | 14 | 4 | | 34 | 18 | | 13 | 4 | 25 | 22 | 10 |
| $\bar{X}$ | | 61 | 37 | | 27 | 14 | | 57 | 33 | | 27 | 18 | 48 | 47 | 26 |
| N | | 354 | 346 | | 280 | 297 | | 91 | 88 | | 13 | 23 | 867 | 746 | 765 |

ITED = Iowa Tests of Educational Development

*Ethnic Subgroup Scores not available for 1969.

Research and Evaluation 1972

BERKELEY UNIFIED SCHOOL DISTRICT

TABLE 28

DISTRICT SUMMARY
MAY 1972
Grades 4 through 11
Norms: 4.8 - 11.8

COMPARISON of LANGUAGE SCORES made by FOURTH GRADERS through ELEVENTH GRADERS, MAY 1972. Expressed in Grade Equivalents by Ethnic Subgroups at the Upper Quartile ($Q_3$), Median (M), Lower Quartile ($Q_1$) and Mean ($\bar{X}$) Measuring Points, with the Number of Students (N) for Each Group.

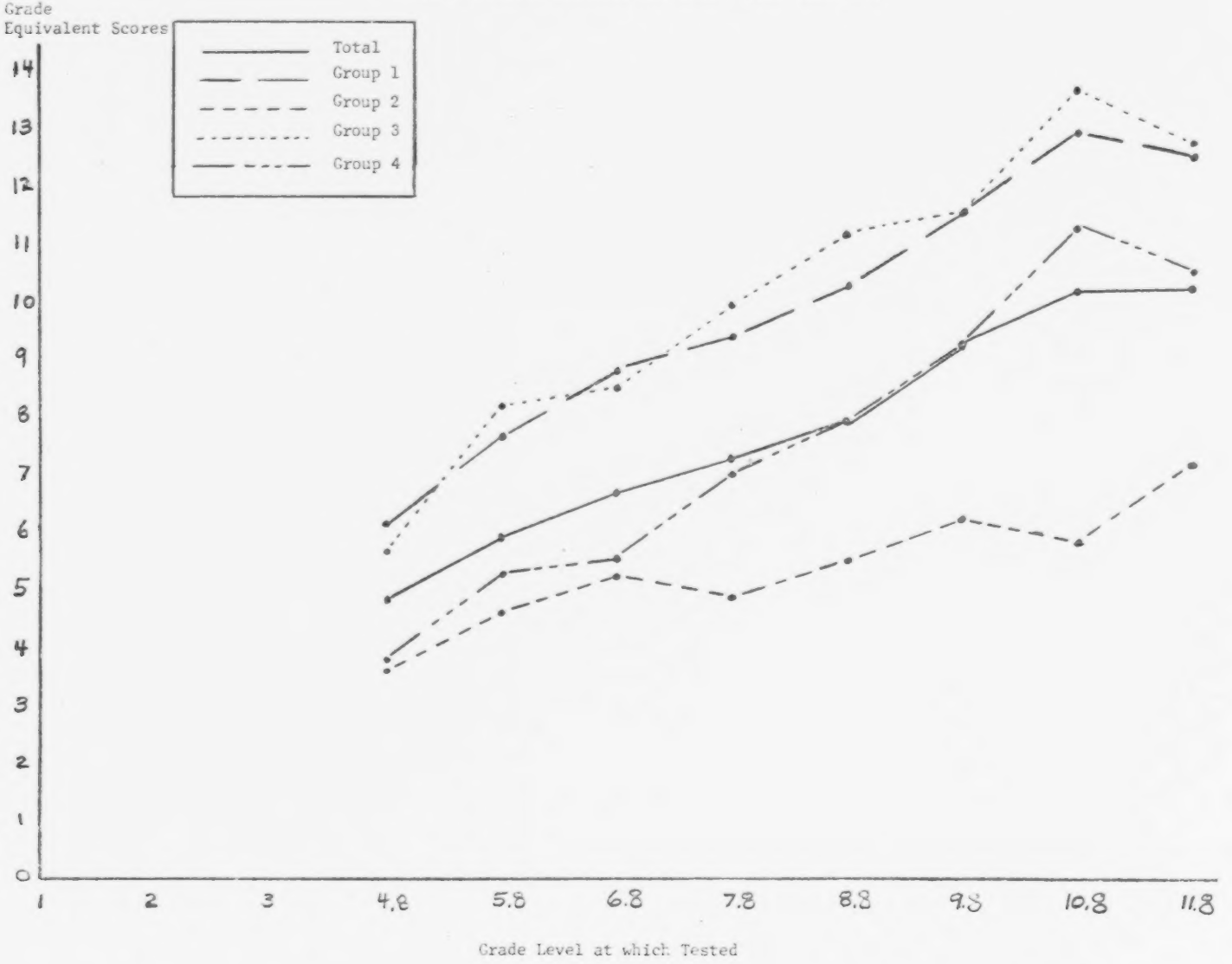
| Grade | Test | GROUP 1 | | | | | GROUP 2 | | | | | GROUP 3 | | | | | GROUP 4 | | | | | TOTAL GROUP | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | $Q_3$ | M | $Q_1$ | $\bar{X}$ | N | $Q_3$ | M | $Q_1$ | $\bar{X}$ | N | $Q_3$ | M | $Q_1$ | $\bar{X}$ | N | $Q_3$ | M | $Q_1$ | $\bar{X}$ | N | $Q_3$ | M | $Q_1$ | $\bar{X}$ | N |
| 4 | CTBS R1 | 7.4 | 6.1 | 4.7 | 5.4 | 508 | 4.8 | 3.6 | 3.0 | 3.5 | 508 | 7.3 | 5.7 | 4.5 | 5.3 | 84 | 5.0 | 3.7 | 3.0 | 3.5 | 23 | 6.6 | 4.8 | 3.5 | 4.2 | 1162 |
| 5 | CTBS R2 | 9.6 | 7.6 | 5.8 | 6.8 | 460 | 5.7 | 4.6 | 3.5 | 4.6 | 445 | 9.9 | 8.2 | 6.4 | 7.2 | 65 | 6.1 | 5.3 | 3.9 | 5.0 | 26 | 8.1 | 5.9 | 4.4 | 5.5 | 1013 |
| 6 | CTBS R2 | 11.1 | 8.8 | 6.7 | 7.6 | 427 | 6.7 | 5.3 | 4.2 | 5.2 | 500 | 10.4 | 8.5 | 6.6 | 7.6 | 73 | 8.2 | 5.5 | 4.0 | 5.2 | 13 | 9.1 | 6.7 | 5.0 | 6.1 | 1038 |
| 7 | CTBS R3 | 11.1 | 9.4 | 7.3 | 8.8 | 419 | 6.6 | 4.9 | 3.6 | 5.0 | 413 | 11.5 | 9.9 | 7.6 | 9.2 | 73 | 8.5 | 7.0 | 4.3 | 6.2 | 16 | 9.9 | 7.3 | 4.8 | 6.8 | 938 |
| 8 | CTBS R3 | 12.8 | 10.3 | 8.1 | 9.6 | 339 | 7.5 | 5.5 | 4.1 | 5.5 | 405 | 12.9 | 11.1 | 9.2 | 10.6 | 74 | 10.6 | 7.9 | 6.6 | 7.8 | 19 | 10.8 | 7.9 | 5.1 | 7.4 | 852 |
| 9 | CTBS R4 | 13.6 | 11.5 | 9.8 | 11.0 | 358 | 8.4 | 6.3 | 4.5 | 6.2 | 380 | 13.6 | 11.5 | 9.3 | 10.7 | 91 | 11.5 | 9.3 | 5.6 | 7.8 | 26 | 12.3 | 9.3 | 6.1 | 8.4 | 867 |
| 10 | CTBS R4 | 13.6 | 12.9 | 10.0 | 10.7 | 390 | 9.3 | 5.8 | 2.7 | 5.4 | 354 | 13.6 | 13.6 | 10.3 | 11.9 | 71 | 13.6 | 11.3 | 8.1 | 10.4 | 24 | 13.6 | 10.1 | 5.5 | 8.2 | 856 |
| 11 | CTBS R4 | 13.6 | 12.5 | 9.4 | 10.5 | 335 | 10.1 | 7.2 | 4.2 | 6.4 | 316 | 13.6 | 12.7 | 10.1 | 11.1 | 64 | 13.6 | 10.5 | 6.3 | 8.9 | 28 | 13.6 | 10.2 | 6.4 | 8.6 | 757 |

CTBS = Comprehensive Tests of Basic Skills

Research and Evaluation, 1972

BERKELEY UNIFIED SCHOOL DISTRICT

Comparison of Median LANGUAGE Scores Made by FOURTH through ELEVENTH Graders, May 1972. (See Table 28)



BERKELEY UNIFIED SCHOOL DISTRICT

TABLE 29

Comparison of ARITHMETIC Scores made by FOURTH Graders in May 1970 through 1972. Expressed in Grade Equivalents by Ethnic Subgroups at the Upper Quartile ($Q_3$), Median (M), Lower Quartile ($Q_1$) and Mean ($\bar{X}$) Measuring Points, with the Number of Students (N) for each group.

NORM: 4.8
TEST: CTBS R1
DATE: May '70-'72

| | GROUP 1 | | | GROUP 2 | | | GROUP 3 | | | GROUP 4 | | | TOTAL GROUP | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | '70 | '71 | '72 | '70 | '71 | '72 | '70 | '71 | '72 | '70 | '71 | '72 | '70 | '71 | '72 |
| $Q_3$ | 6.2 | 6.4 | 6.3 | 4.8 | 4.8 | 5.0 | 6.1 | 6.4 | 6.2 | 4.7 | 5.2 | 5.3 | 5.7 | 5.9 | 5.9 |
| M | 5.5 | 5.7 | 5.6 | 4.2 | 4.3 | 4.2 | 5.3 | 5.7 | 5.4 | 4.0 | 4.6 | 4.6 | 4.8 | 5.0 | 5.0 |
| $Q_1$ | 4.8 | 5.0 | 4.9 | 3.5 | 3.6 | 3.6 | 5.0 | 5.0 | 4.7 | 3.4 | 4.1 | 3.6 | 4.0 | 4.2 | 4.1 |
| $\bar{X}$ | 5.0 | 5.2 | 5.1 | 4.0 | 4.1 | 4.0 | 5.1 | 5.2 | 5.0 | 3.9 | 4.5 | 4.3 | 4.5 | 4.6 | 4.5 |
| N | 473 | 487 | 513 | 526 | 439 | 508 | 70 | 63 | 84 | 31 | 28 | 23 | 1138 | 1037 | 1161 |

CTBS = Comprehensive Tests of Basic Skills

Research and Evaluation '72

BERKELEY UNIFIED SCHOOL DISTRICT

TABLE 30

Comparison of ARITHMETIC Scores made by FIFTH Graders in May 1970 through 1972. Expressed in Grade Equivalents by Ethnic Subgroups at the Upper Quartile ($Q_3$), Median (M), Lower Quartile ($Q_1$) and Mean ($\bar{X}$) Measuring Points, with the Number of Students (N) for each group.

NORM: 5.8
TEST: CTBS R2
DATE: May '70-'72

| | GROUP 1 | | | GROUP 2 | | | GROUP 3 | | | GROUP 4 | | | TOTAL GROUP | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | '70 | '71 | '72 | '70 | '71 | '72 | '70 | '71 | '72 | '70 | '71 | '72 | '70 | '71 | '72 |
| $Q_3$ | 8.1 | 8.6 | 8.7 | 5.3 | 5.7 | 5.9 | 8.3 | 8.6 | 9.2 | 7.2 | 5.5 | 6.8 | 7.4 | 7.6 | 7.8 |
| M | 6.9 | 7.5 | 7.6 | 4.4 | 4.8 | 4.9 | 7.2 | 7.3 | 7.8 | 5.5 | 4.8 | 6.0 | 5.7 | 5.9 | 6.2 |
| $Q_1$ | 5.7 | 6.0 | 6.1 | 3.6 | 4.1 | 4.1 | 5.9 | 6.2 | 6.3 | 4.5 | 4.4 | 5.0 | 4.3 | 4.6 | 4.8 |
| $\bar{X}$ | 6.4 | 6.8 | 6.9 | 4.5 | 4.8 | 4.9 | 6.8 | 6.9 | 7.4 | 5.3 | 4.8 | 5.6 | 5.3 | 5.6 | 5.8 |
| N | 461 | 448 | 456 | 445 | 509 | 440 | 77 | 72 | 65 | 23 | 28 | 27 | 1021 | 1082 | 1005 |

CTBS = Comprehensive Tests of Basic Skills

Research and Evaluation '72

BERKELEY UNIFIED SCHOOL DISTRICT

TABLE 31

Comparison of ARITHMETIC Scores made by SIXTH Graders in May 1970 through 1972. Expressed in Grade Equivalents by Ethnic Subgroups at the Upper Quartile ($Q_3$), Median (M), Lower Quartile ($Q_1$) and Mean ($\bar{X}$) Measuring Points, with the Number of Students (N) for each group.

NORM: 6.8
TEST: CTBS R2
DATE: May '70-'72

| | GROUP 1 | | | GROUP 2 | | | GROUP 3 | | | GROUP 4 | | | TOTAL GROUP | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | '70 | '71 | '72 | '70 | '71 | '72 | '70 | '71 | '72 | '70 | '71 | '72 | '70 | '71 | '72 |
| $Q_3$ | 9.1 | 9.4 | 9.4 | 6.5 | 6.4 | 6.5 | 9.3 | 9.5 | 9.3 | 7.6 | 7.7 | 7.3 | 8.5 | 8.6 | 8.6 |
| M | 8.1 | 8.4 | 8.5 | 5.2 | 5.4 | 5.5 | 8.3 | 8.6 | 8.2 | 5.7 | 5.7 | 6.4 | 6.7 | 6.8 | 6.8 |
| $Q_1$ | 6.7 | 7.0 | 7.2 | 4.3 | 4.5 | 4.6 | 7.1 | 7.2 | 7.2 | 4.4 | 4.7 | 5.5 | 5.0 | 5.2 | 5.3 |
| $\bar{X}$ | 7.4 | 7.6 | 7.7 | 5.1 | 5.3 | 5.4 | 7.7 | 7.9 | 7.7 | 5.5 | 5.6 | 6.1 | 6.1 | 6.3 | 6.4 |
| N | 437 | 429 | 426 | 440 | 437 | 499 | 79 | 79 | 73 | 29 | 27 | 13 | 995 | 990 | 1036 |

CTBS = Comprehensive Tests of Basic Skills

Research and Evaluation '72

BERKELEY UNIFIED SCHOOL DISTRICT

TABLE 32

Comparison of ARITHMETIC Scores made by SEVENTH Graders in May 1970 through 1972. Expressed in Grade Equivalents by Ethnic Subgroups at the Upper Quartile ($Q_3$), Median (M), Lower Quartile ($Q_1$) and Mean ($\bar{X}$) Measuring Points, with the Number of Students (N) for each group.

NORM: 7.8
TEST: CTBS R3
DATE: May '70-'72

| | GROUP 1 | | | GROUP 2 | | | GROUP 3 | | | GROUP 4 | | | TOTAL GROUP | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | '70 | '71 | '72 | '70 | '71 | '72 | '70 | '71 | '72 | '70 | '71 | '72 | '70 | '71 | '72 |
| $Q_3$ | 10.1 | 10.8 | 10.3 | 6.1 | 6.4 | 6.3 | 10.6 | 11.3 | 10.6 | 8.0 | 8.0 | 9.1 | 9.2 | 9.5 | 9.3 |
| M | 8.8 | 9.1 | 8.9 | 4.8 | 4.9 | 5.0 | 9.2 | 10.0 | 9.4 | 6.2 | 6.8 | 6.3 | 7.2 | 7.1 | 7.3 |
| $Q_1$ | 7.6 | 7.5 | 7.6 | 3.9 | 4.1 | 4.2 | 7.8 | 8.0 | 8.1 | 4.1 | 5.2 | 4.4 | 4.9 | 4.9 | 4.9 |
| $\bar{X}$ | 8.4 | 8.5 | 8.4 | 5.1 | 5.3 | 5.4 | 8.7 | 9.1 | 8.8 | 6.1 | 6.8 | 6.7 | 7.0 | 7.1 | 7.1 |
| N | 363 | 361 | 417 | 357 | 397 | 409 | 86 | 75 | 72 | 29 | 25 | 17 | 846 | 875 | 933 |

CTBS = Comprehensive Tests of Basic Skills

Research and Evaluation '72

BERKELEY UNIFIED SCHOOL DISTRICT

TABLE 33

Comparison of ARITHMETIC Scores made by EIGHTH Graders in May 1970 through 1972. Expressed in Grade Equivalents by Ethnic Subgroups at the Upper Quartile ($Q_3$), Median (M), Lower Quartile ($Q_1$) and Mean ($\bar{X}$) Measuring Points, with the Number of Students (N) for each group.

NORM: 8.8
TEST: CTBS R3
DATE: May '70-'72

| | GROUP 1 | | | GROUP 2 | | | GROUP 3 | | | GROUP 4 | | | TOTAL GROUP | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | '70 | '71 | '72 | '70 | '71 | '72 | '70 | '71 | '72 | '70 | '71 | '72 | '70 | '71 | '72 |
| $Q_3$ | 11.7 | 11.3 | 11.7 | 6.7 | 6.7 | 7.3 | 12.3 | 11.8 | 12.9 | 9.1 | 9.6 | 9.6 | 10.4 | 10.3 | 10.5 |
| M | 9.7 | 9.7 | 10.2 | 5.4 | 4.9 | 5.6 | 10.3 | 10.3 | 10.9 | 7.2 | 6.9 | 7.6 | 8.2 | 8.1 | 7.9 |
| $Q_1$ | 8.4 | 8.3 | 8.6 | 4.4 | 4.1 | 4.4 | 8.5 | 8.7 | 9.0 | 5.6 | 4.8 | 6.1 | 5.5 | 5.1 | 5.4 |
| $\bar{X}$ | 9.0 | 9.1 | 9.1 | 5.8 | 5.4 | 5.9 | 9.1 | 9.4 | 9.5 | 7.3 | 7.1 | 7.5 | 7.7 | 7.6 | 7.6 |
| N | 359 | 361 | 338 | 293 | 323 | 400 | 61 | 89 | 74 | 32 | 27 | 19 | 763 | 814 | 847 |

CTBS = Comprehensive Tests of Basic Skills

Research and Evaluation '72

BERKELEY UNIFIED SCHOOL DISTRICT

TABLE 34

Comparison of ARITHMETIC Scores made by NINTH Graders in May 1970 through 1972. Expressed in Grade Equivalents by Ethnic Subgroups at the Upper Quartile ($Q_3$), Median (M), Lower Quartile ($Q_1$) and Mean ($\bar{X}$) Measuring Points, with the Number of Students (N) for each group.

NORM: 9.8
TEST: CTBS R4
DATE: May '70-'72

| | GROUP 1 | | | GROUP 2 | | | GROUP 3 | | | GROUP 4 | | | TOTAL GROUP | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | '70 | '71 | '72 | '70 | '71 | '72 | '70 | '71 | '72 | '70 | '71 | '72 | '70 | '71 | '72 |
| $Q_3$ | 11.8 | 13.6 | 13.6 | 8.1 | 8.1 | 8.1 | 11.7 | 13.6 | 13.6 | 9.2 | 10.1 | 12.1 | 10.6 | 13.6 | 13.4 |
| M | 10.3 | 12.3 | 12.0 | 6.4 | 6.4 | 6.2 | 10.1 | 12.3 | 13.6 | 7.0 | 8.5 | 9.5 | 8.7 | 9.3 | 9.0 |
| $Q_1$ | 8.9 | 9.3 | 9.4 | 4.8 | 5.3 | 4.8 | 8.8 | 9.0 | 10.0 | 5.7 | 6.2 | 6.5 | 6.1 | 6.8 | 6.2 |
| $\bar{X}$ | 9.4 | 11.0 | 10.8 | 6.5 | 6.9 | 6.7 | 9.5 | 10.3 | 11.9 | 7.3 | 8.5 | 9.0 | 7.9 | 9.0 | 8.9 |
| N | 340 | 290 | 336 | 353 | 219 | 354 | 61 | 64 | 90 | 26 | 27 | 24 | 788 | 614 | 817 |

CTBS = Comprehensive Tests of Basic Skills

Research and Evaluation '72

BERKELEY UNIFIED SCHOOL DISTRICT

TABLE 35

Three-year Longitudinal Comparison of ARITHMETIC Scores made by Students in 1970 through 1972 as FOURTH through SIXTH Graders. Expressed in Grade Equivalents by Ethnic Subgroups at the Upper Quartile ($Q_3$), Median (M), Lower Quartile ($Q_1$) and Mean ($\bar{X}$) Measuring Points, with the Number of Students (N) for each group.

NORM: 4.8-6.8
TEST: CTBS, R1, R2
DATE: May '70-'72

| | GROUP 1 | | | GROUP 2 | | | GROUP 3 | | | GROUP 4 | | | TOTAL GROUP | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 4th '70 | 5th '71 | 6th '72 | 4th '70 | 5th '71 | 6th '72 | 4th '70 | 5th '71 | 6th '72 | 4th '70 | 5th '71 | 6th '72 | 4th '70 | 5th '71 | 6th '72 |
| $Q_3$ | 6.2 | 8.6 | 9.4 | 4.8 | 5.7 | 6.5 | 6.1 | 8.6 | 9.3 | 4.7 | 5.5 | 7.3 | 5.7 | 7.6 | 8.6 |
| M | 5.5 | 7.5 | 8.5 | 4.2 | 4.8 | 5.5 | 5.3 | 7.3 | 8.2 | 4.0 | 4.8 | 6.4 | 4.8 | 5.9 | 6.8 |
| $Q_1$ | 4.8 | 6.0 | 7.2 | 3.5 | 4.1 | 4.6 | 5.0 | 6.2 | 7.2 | 3.4 | 4.4 | 5.5 | 4.0 | 4.6 | 5.3 |
| $\bar{X}$ | 5.0 | 6.8 | 7.7 | 4.0 | 4.8 | 5.4 | 5.1 | 6.9 | 7.7 | 3.9 | 4.8 | 6.1 | 4.5 | 5.6 | 6.4 |
| N | 473 | 448 | 426 | 526 | 509 | 499 | 70 | 72 | 73 | 31 | 28 | 13 | 1138 | 1082 | 1036 |

CTBS = Comprehensive Tests of Basic Skills
4th Grade used R1
5th and 6th Grades used R2

Research and Evaluation '72

BERKELEY UNIFIED SCHOOL DISTRICT

TABLE 36

Three-year Longitudinal Comparison of ARITHMETIC Scores made by Students in 1970 through 1972 as FIFTH through SEVENTH Graders. Expressed in Grade Equivalents by Ethnic Subgroups at the Upper Quartile ($Q_3$), Median (M), Lower Quartile ($Q_1$) and Mean ($\bar{X}$) Measuring Points, with the Number of Students (N) for each group.

NORM: 5.8-7.8
TEST: CTBS R2, R3
DATE: May '70-'72

| | GROUP 1 | | | GROUP 2 | | | GROUP 3 | | | GROUP 4 | | | TOTAL GROUP | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 5th '70 | 6th '71 | 7th '72 | 5th '70 | 6th '71 | 7th '72 | 5th '70 | 6th '71 | 7th '72 | 5th '70 | 6th '71 | 7th '72 | 5th '70 | 6th '71 | 7th '72 |
| $Q_3$ | 8.1 | 9.4 | 10.3 | 5.3 | 6.4 | 6.3 | 8.3 | 9.5 | 10.6 | 7.2 | 7.7 | 9.1 | 7.4 | 8.6 | 9.3 |
| M | 6.9 | 8.4 | 8.9 | 4.4 | 5.4 | 5.0 | 7.2 | 8.6 | 9.4 | 5.5 | 5.7 | 6.3 | 5.7 | 6.8 | 7.3 |
| $Q_1$ | 5.7 | 7.0 | 7.6 | 3.6 | 4.5 | 4.2 | 5.9 | 7.2 | 8.1 | 4.5 | 4.7 | 4.4 | 4.3 | 5.2 | 4.9 |
| $\bar{X}$ | 6.4 | 7.6 | 8.4 | 4.5 | 5.3 | 5.4 | 6.8 | 7.9 | 8.8 | 5.3 | 5.6 | 6.7 | 5.3 | 6.3 | 7.1 |
| N | 461 | 429 | 417 | 445 | 437 | 409 | 77 | 79 | 72 | 23 | 27 | 17 | 1021 | 990 | 933 |

CTBS = Comprehensive Tests of Basic Skills
5th and 6th Grades used R2
7th Grade used R3

Research and Evaluation '72

BERKELEY UNIFIED SCHOOL DISTRICT

TABLE 37

Three-year Longitudinal Comparison of ARITHMETIC Scores made by Students in 1970 through 1972 as SIXTH through EIGHTH Graders. Expressed in Grade Equivalents by Ethnic Subgroups at the Upper Quartile ($Q_3$), Median (M), Lower Quartile ($Q_1$) and Mean ($\bar{X}$) Measuring Points, with the Number of Students (N) for each group.

NORM: 6.8-8.8
TEST: CTBS R2, R3
DATE: May '70-'72

| | GROUP 1 | | | GROUP 2 | | | GROUP 3 | | | GROUP 4 | | | TOTAL GROUP | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 6th '70 | 7th '71 | 8th '72 | 6th '70 | 7th '71 | 8th '72 | 6th '70 | 7th '71 | 8th '72 | 6th '70 | 7th '71 | 8th '72 | 6th '70 | 7th '71 | 8th '72 |
| $Q_3$ | 9.1 | 10.8 | 11.7 | 6.5 | 6.4 | 7.3 | 9.3 | 11.3 | 12.9 | 7.6 | 8.0 | 9.6 | 8.5 | 9.5 | 10.5 |
| M | 8.1 | 9.1 | 10.2 | 5.2 | 4.9 | 5.6 | 8.3 | 10.0 | 10.9 | 5.7 | 6.8 | 7.6 | 6.7 | 7.1 | 7.9 |
| $Q_1$ | 6.7 | 7.5 | 8.6 | 4.3 | 4.1 | 4.4 | 7.1 | 8.0 | 9.0 | 4.4 | 5.2 | 6.1 | 5.0 | 4.9 | 5.4 |
| $\bar{X}$ | 7.4 | 8.5 | 9.1 | 5.1 | 5.3 | 5.9 | 7.7 | 9.1 | 9.5 | 5.5 | 6.8 | 7.5 | 6.1 | 7.1 | 7.6 |
| N | 437 | 361 | 338 | 440 | 397 | 400 | 79 | 75 | 74 | 29 | 25 | 19 | 995 | 875 | 847 |

CTBS = Comprehensive Tests of Basic Skills
6th Grade used R2
7th and 8th Grades used R3

Research and Evaluation '72

BERKELEY UNIFIED SCHOOL DISTRICT

TABLE 38

Three-year Longitudinal Comparison of ARITHMETIC Scores made by Students in 1970 through 1972 as SEVENTH through NINTH Graders. Expressed in Grade Equivalents by Ethnic Subgroups at the Upper Quartile ($Q_3$), Median (M), Lower Quartile ($Q_1$) and Mean ($\bar{X}$) Measuring Points, with the Number of Students (N) for each group.

NORM: 7.8-9.8
TEST: CTBS R3, R4
DATE: May '70-'72

| | GROUP 1 | | | GROUP 2 | | | GROUP 3 | | | GROUP 4 | | | TOTAL GROUP | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 7th '70 | 8th '71 | 9th '72 | 7th '70 | 8th '71 | 9th '72 | 7th '70 | 8th '71 | 9th '72 | 7th '70 | 8th '71 | 9th '72 | 7th '70 | 8th '71 | 9th '72 |
| $Q_3$ | 10.1 | 11.3 | 13.6 | 6.1 | 6.7 | 8.1 | 10.6 | 11.8 | 13.6 | 8.0 | 9.6 | 12.1 | 9.2 | 10.3 | 13.4 |
| M | 8.8 | 9.7 | 12.0 | 4.8 | 4.9 | 6.2 | 9.2 | 10.3 | 13.6 | 6.2 | 6.9 | 9.5 | 7.2 | 8.1 | 9.0 |
| $Q_1$ | 7.6 | 8.3 | 9.4 | 3.9 | 4.1 | 4.8 | 7.8 | 8.7 | 10.0 | 4.1 | 4.8 | 6.5 | 4.9 | 5.1 | 6.2 |
| $\bar{X}$ | 8.4 | 9.1 | 10.8 | 5.1 | 5.4 | 6.7 | 8.7 | 9.4 | 11.9 | 6.1 | 7.1 | 9.0 | 7.0 | 7.6 | 8.9 |
| N | 363 | 361 | 336 | 357 | 323 | 354 | 86 | 89 | 90 | 29 | 27 | 24 | 846 | 814 | 817 |

CTBS = Comprehensive Tests of Basic Skills
7th and 8th Grades used R3
9th Grade used R4

Research and Evaluation '72

BERKELEY UNIFIED SCHOOL DISTRICT

TABLE 39

Three-year Longitudinal Comparison of ARITHMETIC Scores made by Students in 1970 through 1972 as EIGHTH through TENTH Graders. Expressed in Grade Equivalents by Ethnic Subgroups at the Upper Quartile ($Q_3$), Median (M), Lower Quartile ($Q_1$) and Mean ($\bar{X}$) Measuring Points, with the Number of Students (N) for each group.

NORM: 8.8-10.8
TEST: CTBS R3, R4
DATE: May '70-'72

| | GROUP 1 | | | GROUP 2 | | | GROUP 3 | | | GROUP 4 | | | TOTAL GROUP | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 8th '70 | 9th '71 | 10th '72 | 8th '70 | 9th '71 | 10th '72 | 8th '70 | 9th '71 | 10th '72 | 8th '70 | 9th '71 | 10th '72 | 8th '70 | 9th '71 | 10th* '72 |
| $Q_3$ | 11.7 | 13.6 | 13.6 | 6.7 | 8.1 | 7.8 | 12.3 | 13.6 | 13.6 | 9.1 | 10.1 | 8.2 | 10.4 | 13.6 | 8.9 |
| M | 9.7 | 12.3 | 10.0 | 5.4 | 6.4 | 6.1 | 10.3 | 12.3 | 10.5 | 7.2 | 8.5 | 7.8 | 8.2 | 9.3 | 7.0 |
| $Q_1$ | 8.4 | 9.3 | 8.1 | 4.4 | 5.3 | 4.5 | 8.5 | 9.0 | 8.9 | 5.6 | 6.2 | 4.7 | 5.5 | 6.8 | 5.1 |
| $\bar{X}$ | 9.0 | 11.0 | 9.3 | 5.8 | 6.9 | 6.3 | 9.1 | 10.3 | 9.5 | 7.3 | 8.5 | 6.8 | 7.7 | 9.0 | 7.5 |
| N | 359 | 290 | 80 | 293 | 219 | 219 | 61 | 64 | 9 | 32 | 27 | 8 | 763 | 614 | 324 |

*10th Graders in advanced Math classes were exempted from taking the test in 1972.

CTBS = Comprehensive Tests of Basic Skills
8th Grades used R3
9th and 10th Grades used R4

Research and Evaluation '72

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TABLE 40

Three-year Longitudinal Comparison of ARITHMETIC Scores made by Students in 1970 through 1972 as NINTH through ELEVENTH Graders. Expressed in Grade Equivalents by Ethnic Subgroups at the Upper Quartile ($Q_3$), Median (M), Lower Quartile ($Q_1$) and Mean ($\bar{X}$) Measuring Points, with the Number of Students (N) for each group.

NORM: 9.8-11.8
TEST: CTBS R4
DATE: May '70-'72

| | GROUP 1 | | | GROUP 2 | | | GROUP 3 | | | GROUP 4 | | | TOTAL GROUP | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 9th '70 | 10th '71 | 11th '72 | 9th '70 | 10th '71 | 11th '72 | 9th '70 | 10th '71 | 11th '72 | 9th '70 | 10th '71 | 11th '72 | 9th '70 | 10th* '71 | 11th* '72 |
| $Q_3$ | 11.8 | 13.6 | 13.6 | 8.1 | 9.0 | 8.0 | 11.7 | 13.6 | | 9.2 | 13.5 | 7.2 | 10.6 | 13.6 | 9.3 |
| M | 10.3 | 13.6 | 9.4 | 6.4 | 7.4 | 6.5 | 10.1 | 13.6 | | 7.0 | 8.4 | 5.0 | 8.7 | 10.2 | 7.2 |
| $Q_1$ | 8.9 | 10.1 | 7.0 | 4.8 | 5.5 | 5.1 | 8.8 | 10.5 | | 5.7 | 6.6 | 4.4 | 6.1 | 7.5 | 5.3 |
| $\bar{X}$ | 9.4 | 12.2 | 9.1 | 6.5 | 7.9 | 6.8 | 9.5 | 12.5 | 9.3 | 7.3 | 8.9 | 5.2 | 7.9 | 9.4 | 7.9 |
| N | 340 | 331 | 52 | 353 | 279 | 104 | 61 | 63 | 3 | 26 | 28 | 7 | 788 | 715 | 168 |

CTBS = Comprehensive Tests of Basic Skills

*10th and 11th Graders in advanced Math classes were exempted from taking the test in 1972.

BERKELEY UNIFIED SCHOOL DISTRICT

TABLE 41

Comparison of ARITHMETIC Scores made by TWELFTH GRADERS in October 1969* through October 1971. Expressed in National Percentiles by Ethnic Subgroups at the Upper Quartile ($Q_3$), Median (M), Lower Quartile ($Q_1$) and Mean ($\bar{X}$) Measuring Points, with the Number of Students (N) for each group.

NORM: 50%ile
TEST: ITED
DATE: Oct. 1969-71

| | GROUP 1 | | | GROUP 2 | | | GROUP 3 | | | GROUP 4 | | | TOTAL GROUP | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | '69 | '70 | '71 | '69 | '70 | '71 | '69 | '70 | '71 | '69 | '70 | '71 | '69 | '70 | '71 |
| $Q_3$ | | 90 | 91 | | 39 | 40 | | 89 | 92 | | 59 | 60 | 85 | 82 | 84 |
| M | | 76 | 78 | | 21 | 22 | | 78 | 83 | | 30 | 37 | 55 | 50 | 52 |
| $Q_1$ | | 44 | 49 | | 12 | 12 | | 54 | 64 | | 14 | 14 | 23 | 20 | 22 |
| $\bar{X}$ | | 75 | 77 | | 26 | 27 | | 78 | 80 | | 32 | 48 | 59 | 57 | 59 |
| N | | 350 | 344 | | 277 | 298 | | 91 | 87 | | 13 | 23 | 864 | 739 | 763 |

ITED = Iowa Tests of Educational Development

*Ethnic Subgroup Scores not available for 1969.

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TABLE 42

Comparison of ARITHMETIC Scores made by FOURTH through ELEVENTH GRADERS, May 1972. Expressed in Grade Equivalents by Ethnic Subgroups at the Upper Quartile ($Q_3$), Median (M), Lower Quartile ($Q_1$) and Mean ($\bar{X}$) Measuring Points, with the Number of Students (N) for each group.

DISTRICT SUMMARY
MAY 1972
GRADE: 4 - 11
NORMS: 4.8-11.8

| | | GROUP 1 | | | | | GROUP 2 | | | | | GROUP 3 | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| GRADE | TEST | $Q_3$ | M | $Q_1$ | $\bar{X}$ | N | $Q_3$ | M | $Q_1$ | $\bar{X}$ | N | $Q_3$ | M | $Q_1$ | $\bar{X}$ | N |
| 4 | CTBS R 1 | 6.3 | 5.6 | 4.9 | 5.1 | 513 | 5.0 | 4.2 | 3.6 | 4.0 | 508 | 6.2 | 5.4 | 4.7 | 5.0 | 84 |
| 5 | CTBS R 2 | 8.7 | 7.6 | 6.1 | 6.9 | 456 | 5.9 | 4.9 | 4.1 | 4.9 | 440 | 9.2 | 7.8 | 6.3 | 7.4 | 65 |
| 6 | CTBS R 2 | 9.4 | 8.5 | 7.2 | 7.7 | 426 | 6.5 | 5.5 | 4.6 | 5.4 | 499 | 9.3 | 8.2 | 7.2 | 7.7 | 73 |
| 7 | CTBS R 3 | 10.3 | 8.9 | 7.6 | 8.4 | 417 | 6.3 | 5.0 | 4.2 | 5.4 | 409 | 10.6 | 9.4 | 8.1 | 8.8 | 72 |
| 8 | CTBS R 3 | 11.7 | 10.2 | 8.6 | 9.1 | 338 | 7.3 | 5.6 | 4.4 | 5.9 | 400 | 12.9 | 10.9 | 9.0 | 9.5 | 74 |
| 9 | CTBS R 4 | 13.6 | 12.0 | 9.4 | 10.8 | 336 | 8.1 | 6.2 | 4.8 | 6.7 | 354 | 13.6 | 13.6 | 10.0 | 11.9 | 90 |
| *10 | CTBS R 4 | 13.6 | 10.0 | 8.1 | 9.3 | 80 | 7.8 | 6.1 | 4.5 | 6.3 | 219 | 13.6 | 10.5 | 8.9 | 9.5 | 9 |
| *11 | CTBS R 4 | 13.6 | 9.4 | 7.0 | 9.1 | 52 | 8.0 | 6.5 | 5.1 | 6.8 | 104 | | | | 9.3 | 3 |

| | | GROUP 4 | | | | | TOTAL GROUP | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| GRADE | TEST | $Q_3$ | M | $Q_1$ | $\bar{X}$ | N | $Q_3$ | M | $Q_1$ | $\bar{X}$ | N |
| 4 | CTBS R 1 | 5.3 | 4.6 | 3.6 | 4.3 | 23 | 5.9 | 5.0 | 4.1 | 4.5 | 1161 |
| 5 | CTBS R 2 | 6.8 | 6.0 | 5.0 | 5.6 | 27 | 7.8 | 6.2 | 4.8 | 5.8 | 1005 |
| 6 | CTBS R 2 | 7.3 | 6.4 | 5.5 | 6.1 | 13 | 8.0 | 6.8 | 5.3 | 6.4 | 1036 |
| 7 | CTBS R 3 | 9.1 | 6.3 | 4.4 | 6.7 | 17 | 9.3 | 7.3 | 4.9 | 7.1 | 933 |
| 8 | CTBS R 3 | 9.6 | 7.6 | 6.1 | 7.5 | 19 | 10.5 | 7.9 | 5.4 | 7.6 | 847 |
| 9 | CTBS R 4 | 12.1 | 9.5 | 6.5 | 9.0 | 24 | 13.4 | 9.0 | 6.2 | 8.9 | 817 |
| *10 | CTBS R 4 | 8.2 | 7.8 | 4.7 | 6.8 | 8 | 8.9 | 7.0 | 5.1 | 7.5 | 324 |
| *11 | CTBS R 4 | 7.2 | 5.0 | 4.4 | 5.2 | 7 | 9.3 | 7.2 | 5.3 | 7.9 | 168 |

CTBS = Comprehensive Tests of Basic Skills

*10th and 11th Graders in advanced Math were exempted from the test.

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BERKELEY UNIFIED SCHOOL DISTRICT

Comparison of Median ARITHMETIC Scores made by FOURTH through ELEVENTH Graders, May 1972. (See Table 42)